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ABSTRACT

This user's guide for professionals using Project Lifelong Learning staff development modules is designed to accompany the documentary on lifelong learning in the workplace, one of three half-hour television documentary programs intended for broadcast and for general public discussion activities. It introduces the project, the purpose of which is to inform people about successful ways to work toward reaching National Education Goal 5: adult literacy. Information follows on use of the package elements: public service announcements (PSAs); documentary, overview of staff development, and indepth staff development videos; readings; suggested discussion questions; ideas for implementing the strategies; bibliography; and resources. In the "Readings" section, an overview of the workplace context describing the goal of work force education programs is provided, followed by descriptions of programs in the video and their selection; and readings on the strategies defining what each means and why each is important. The five strategies are as follows: meet learner's needs, develop support for lifelong learning, accommodate learner differences, develop higher order skills, and enable learners to use all language processes in their lives. The 11 discussion questions are followed by ideas for implementing strategies. A bibliography lists 251 readings on literacy and lifelong learning in general and on the strategies. A subset of the readings is annotated. The resources section lists 25 organizations and 8 clearinghouses. Abstracts describe their goals, activities, and services. A newsletter/directory on the history and background of PSAs produced for literacy awareness completes the package. (YLB)

ED357241

# Project Lifelong Learning

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# PROJECT LIFELONG LEARNING: FOR THE WORKPLACE

# USER'S GUIDE

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# Introduction to Project Lifelong Learning: For the Workplace

## Purpose of the Project

The purpose of Project Lifelong Learning is to inform people about successful ways to work toward reaching National Education Goal #5:

**By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.**

Project Lifelong Learning shows five key ways, or **strategies**, that programs can use to help adults become lifelong learners. The five strategies are:

- Meet the needs of the learner;
- Develop support for lifelong learning;
- Accommodate learner differences in the program;
- Develop higher order skills, such as problem solving and decision making; and
- Enable learners to use all language processes (reading, writing, speaking, and listening) in their lives.

The strategies were selected after reviewing the literature in adult education, workplace literacy, and related fields, and after conducting interviews with a 15-member advisory panel and more than 25 other nationally known experts in those fields. The strategies are flexible enough to be adapted to a variety of program settings.

The research suggests that adults learn best when learning addresses their goals, aspirations, and problems. Active, hands-on learning using realistic situations and materials helps learners make the important connection between "learning in a program" and "doing in life." Thus, Project Lifelong Learning was developed around three **contexts** that provide meaningful learning experiences for adults: the workplace, the family, and the community.

## About This Package

This package addresses the workplace context. The package is intended to help the public and workforce educators learn about the strategies and how they can be implemented. It is also intended to inform these audiences about ongoing workforce education efforts that use the strategies, both those that

occur in workplace settings and those that occur in training settings, such as adult vocational training centers. It includes:

- **Six public service announcements (PSAs),** each approximately 30 seconds in length. Three of the PSAs showcase lifelong learning efforts across the country. Each of the other three showcases a successful adult learner who has benefited from these efforts. Two of the PSAs, one showcasing efforts and one showcasing a learner, focus on the workforce education context; the other four PSAs focus on community education and family literacy efforts. **Two versions of each PSA are on the tape.** One version includes the following tag line: For information, write P.O. Box INFO, Pittsburgh, PA, 15213. The other version has no tag line to allow local programs to add their own information.

- **A documentary video,** approximately 28 minutes in length. The documentary video is a collage of the strategies in action. It tells the story of three workforce education programs around the country that are working to achieve National Education Goal #5.

- **An overview staff development video,** approximately 28 minutes in length. The overview staff development video provides a broad understanding of each strategy through examples from workforce education programs around the country.

- **An in-depth staff development video,** approximately 28 minutes in length. The in-depth staff development video provides more information about how workforce education programs around the country have put the strategies into place.

- **Readings.** Readings are provided to give users more information about the workplace context, the programs featured in the videos, the strategies, and how they can be implemented.

- **Suggested Discussion Questions.** A series of discussion questions is provided, to get viewers thinking about the strategies, why they are important, and how they can be applied in their own and other programs.

- **Ideas for Implementing the Strategies.** Ideas for implementing the strategies are provided in a checklist form.

- **Bibliography.** Since the readings provided in this User's Guide can only provide limited information, a bibliography on literacy and lifelong learning in general, and on the strategies is provided. Many of the readings listed deal directly with learning for and in the workplace. A subset of the readings is annotated.

- **Resources.** A list of resource organizations and clearinghouses is provided. Abstracts describe their goals, activities, and services.

Two parallel packages for the community and family contexts are available from WQED, 4802 Fifth Avenue, Pittsburgh, PA, 15213.

**How This Package Might Be Used**

The PSAs can be used to inform the general public about lifelong learning efforts and success stories. Users may take the PSAs to local television stations, including network affiliates and cable stations, for local broadcast. Either the versions with the "write P.O. Box INFO" tag line or those with no tag line may be used. Users can ask local stations to add local referral information to the versions with no tag line. For example, a coalition of local educational service providers might add their addresses and telephone numbers to the tag line. If the version with the "write P.O. Box INFO" tag line is used, viewers who contact Box INFO will be referred to local resources.

The other materials in the package are most effectively used in a group setting, led by a facilitator. The facilitator can guide the group through the discussion questions and accompanying readings before and after viewing the videos to get the group thinking about the strategies, why they are important, and how they can be applied in their own and other programs. An organization or group that wishes to use the package may choose a member to be the facilitator. Or, an individual may identify a group that would benefit from the package and organize one or more group meetings around the package. For example, an administrator of a workplace literacy program may decide to use the package with teachers in the program.

All three videos and the accompanying materials may be used in sequence (documentary, overview staff development video, in-depth staff development video) over a period of three or more sessions. When used in sequence, the products add new information to that learned in the previous session. However, groups may also choose to use only one or two of the videos and the accompanying print materials, depending on their goals. For example, those who are interested in learning about how some programs nationwide implement the strategies might watch only the documentary video and use only some of the accompanying discussion questions and readings. Those who are interested in learning about the strategies may use the overview staff development video and appropriate discussion questions and readings. Those who are interested in learning about the strategies and how they can apply them may watch the overview and in-depth staff development videos, use the appropriate discussion questions and readings, then use the checklist of ideas for implementing the strategies to assess the extent to which they already use the strategies and learn further ideas for implementing the strategies. The bibliography may be copied and distributed to group members so that they can use it to further research the strategies.

Obviously there are many ways to use the videos and accompanying print materials provided in the User's Guide. How these materials are used depends upon the expertise and goals of a group. A facilitator can select materials and conduct a session or sessions appropriate to the needs of a group.

**Information for the Facilitator**

The facilitator acts as a guide to help other viewers learn about the strategies, why they are important, and how they can be applied in workforce education programs. By studying and selecting video and print materials carefully, the facilitator can create a session that is meaningful and useful to a particular group and situation. The facilitator's role includes:

1. **Preparing for the session:** previewing the videos and all accompanying print materials; selecting materials to use depending upon the group's goals and expertise.

2. **Running the session:** introducing the session; showing the video or videos; posing discussion questions; guiding the discussion; distributing materials (such as the checklist of ideas for implementing the strategies, readings, bibliography, or resource list).

The following section provides more detailed information on the video and print materials in the package and how they might be used by the facilitator. The materials are designed so that video, print, and group interaction can be combined into a variety of presentations to meet the needs of different audiences.

- The **documentary video** presents the efforts of three workforce education programs across the country to move toward National Education Goal #5. It can be used with audiences unfamiliar with ongoing workforce education efforts.

- The **overview staff development video** introduces the five strategies and why they are important through narration, video clips from programs, and interviews with staff and students involved with the programs. It can be used to introduce the five strategies and why they are important.

- The **in-depth staff development video** provides information on ways that the five strategies can be applied, through narration and examples from programs. It can be used to illustrate how workforce education programs can implement the strategies.

- Four types of **readings** are included. The readings may be used by the facilitator to prepare for the sessions and may be duplicated to be distributed by the facilitator during the session.

  **The Overview of the Workplace Context** describes the goal of workforce education programs and broadly characterizes efforts in the field.

  **About the Programs Featured in the Videos** describes how the programs were selected and gives a brief description of programs highlighted in the videos. A list of all programs that provided footage for Project Lifelong Learning is included.

  **Readings on the Strategies** define what each strategy means and why each is important. It embellishes the information provided in the overview staff development video.

  **Readings on Implementing the Strategies** give ideas for ways the strategies can be applied in programs. Examples of each way appear in the in-depth staff development video.

- **Discussion questions** are designed to build on one another. The first few questions get participants talking about lifelong learning and how it might help adults. Later questions encourage participants to talk about the strategies, why they are important, and how they might be applied in workforce education programs. The last few questions encourage participants to consider how they currently implement the strategies in programs, and how they might implement strategies they do not currently use. The facilitator can choose appropriate questions from this list depending on the audience and its goals.

- **Ideas for implementing the strategies** give more detailed suggestions on how to apply the strategies. The list may be used by the facilitator to prepare for the sessions. It may also be duplicated and distributed to group members. They may use it to assess the extent to which they already use the strategies, as well as to get ideas for implementing strategies that they may not currently be using in their programs.

- The **bibliography** section may also be used by the facilitator to prepare for the sessions, or may be copied and distributed to group members at the end of the sessions.

- The **resources** section includes a list of organizations and clearinghouses. The facilitator may distribute copies to the group at the end of session or series of sessions to enable group members to conduct further research on their own.

# READINGS

## Overview of the Workplace Context

The workplace is an important part of life for most Americans and a context in which much adult learning takes place. Many of the efforts to achieve National Education Goal #5 focus on learning "for and in the world of work." They include both workforce preparation programs, such as vocational schools and community colleges that prepare individuals for work, and workplace education programs that are supported by business and industry and that train or retrain workers in a workplace setting.

Traditionally workforce preparation programs focused on vocational and technical training to prepare future workers for jobs. Workplace education programs focused primarily on job training for current employees and were available mostly to upper-level management and professionals.

Today both workforce preparation programs and workplace education programs are broadening their focus to provide literacy and lifelong learning skills for the workforce. For example, many workforce preparation programs are integrating technical and vocational education with basic skills education (in reading, writing, math, problem solving, and thinking skills); some also provide English as a Second Language (ESL) education to trainees. Workplace education programs are being developed to provide more employees with educational opportunities, such as brushing up on the basic skills or English language skills they need in the workplace. Some programs are providing lifelong learning opportunities for lower-tier employees to advance their skills and knowledge and upgrade to better jobs.

These changes in both workforce preparation and workplace programs have come about, in part, because of new trends and changes in the American workplace and in society. For example:

- People need more sophisticated skills and knowledge to adapt to technological changes in everyday life and in the workplace. They need to read, write, compute, and solve problems more flexibly and at a more sophisticated level than ever before.

- Many American workplaces are restructuring the work environment so that employees have more authority and decision making power. Employees must work cooperatively and closely, with each other and with management, in problem solving and decision making teams.

- Minorities, immigrants, and women are entering (and will continue to enter) the workforce in record numbers. For a variety of reasons, many need to brush up on the basic skills and knowledge they need to be successful in the American workplace.

Many American businesses realize that they must play a greater role in meeting the educational needs of the American workforce and that they cannot do it alone. New connections have been forged with other institutions

and agencies, including public schools, community colleges, human service agencies, vocational and technical institutions, and job training programs. In short, institutions and organizations that once existed and operated independently have pulled together to prepare the country for the demands of everyday life and the world of work.

## About the Programs Featured in the Videos

Potential sites to be included in the Project Lifelong Learning video series were identified through discussions with the 15-member advisory panel and with experts in workplace literacy and workforce education, and by researching newsletters such as the Business Council for Effective Literacy's *Newsletter for the Business & Literacy Communities* that report up-to-date activities in the field. To be selected for the videos, programs had to address real life learning needs and goals of learners and use one or more of the strategies. The programs also had to be active at the time the videos and supporting materials were being developed and had to be accessible by video crews. Programs finally selected for Project Lifelong Learning (across all three contexts—workplace, family, and community) represented: 1) a variety of geographic locations across the U.S. with a mixture of urban and rural settings; 2) a variety of physical settings, such as community colleges, technical schools, and workplaces; 3) efforts to serve a variety of racial and ethnic populations; 4) lifelong learning efforts, as well as those that focused strictly on literacy; 5) efforts by volunteer, as well as professional staff, and 6) efforts supported by a variety of funding sources (including government, corporations, and foundations, among others). The programs featured in the videos in the *Project Lifelong Learning: For the Workplace* series include:

- **The Center for Employment Training (CET)** in San Jose California, a nonprofit, community-based organization which provides job skill training, human development, and job placement services for those most in need. CET illustrates the importance of support services for their students (e.g., child care, counseling, and financial aid), and the program is designed to be sensitive to the cultural and educational backgrounds of students. CET also illustrates the integration of vocational and academic education; English as a Second Language, basic skills (reading, writing, and math), and thinking skills (including problem solving and decision making) are taught using real life materials and situations that learners will encounter on the job. CET works closely with local business and industry to ensure that the training they provide offers a direct pathway to employment in the community.

- **Alpena Community College's Workplace Partnership Project**, in partnership with the Thunder Bay Labor Council. The program works with two employers in Alpena, Michigan, the Besser and Fletcher companies, to serve currently employed individuals who are brushing up on the skills they need to adapt to new technology and restructuring in the workplace. These programs show how workplace programs, developed through strong partnerships between business and education, help workers advance their thinking, problem solving, math, and language skills. The skills are taught using materials and situations from the workplace, but workers are also encouraged to apply the skills in all areas of their lives.

• **The Seafarer's Harry Lundeberg School of Seamanship** in Piney Point, Maryland, which illustrates how lifelong learning opportunities can be made available for workers at all levels when labor and management work together. The program also illustrates another important collaboration—the integration of vocational and academic education. The program provides a variety of learning opportunities to educate the entire seafarer; classroom instruction in reading, writing, and math skills is combined with hands-on activities, and various technologies (like computer simulations, word processing, and database management) are also used in instruction.

• **The Arlington Education and Employment Program (REEP) of the Arlington (Virginia) Public School System** which conducts workplace literacy training through a partnership between business and education. The partnership is composed of the Arlington and Alexandria schools, the chambers of commerce, and five industries through their trade associations or corporate headquarters. The partnership sponsors and conducts services that prepare employees to communicate more effectively on the job and enhance workplace productivity. English language training and other curricula are derived from the duties and tasks the employees perform on their jobs. Courses are scheduled and taught at the business site. Additional instructional opportunities are available for employees through the Learning Center at the Wilson Adult Center. Potential trainees may either self-select into the program or are identified by the businesses. Both the employees and the businesses provide direction in developing, conducting and evaluating the courses offered. Thus, the program illustrates the importance of collaboration with local employers in order to address both employer and employee needs.

Additional footage in the videos is provided by the following programs: the Adult Education Program of the State Regional Correctional Facility at Mercer, Pennsylvania; Appalachian Communities for Children (ACC), Annville, Kentucky; the Family Tree Project, Mesa, Arizona; Indianapolis Even Start; The Learning Bank of COIL (Communities Organized to Improve Life, Inc.), Baltimore, Maryland; Literacy Volunteers of New York City, Inc.; the Parent Readers Program, Brooklyn, New York; Project Even Start, Waterville, Maine; and Project READ, South San Francisco, California.

## Strategy #1: Meet the Needs of the Learner

To meet the needs of the learner, **workforce education programs must ensure that learners see how learning is meaningful and can be used on their jobs**. Programs must ensure that learners feel comfortable as they participate. Many adult learners left school and do not persist in adult education programs because they do not see how school or program activities are relevant to their lives. They may have developed negative attitudes toward schooling due to these experiences. Workforce preparation and workplace education programs should help adult learners discover how learning is a positive way to get the skills they need to meet the demands of daily life at work. They may also help adults become aware of how learning meets the demands of life outside of work as well. This will keep learners enrolled in and motivated by the program, show them the connection between learning and their lives, and get them on the road to becoming lifelong learners.

Program staff should talk to learners about issues they feel are important to address in the program and how they should be addressed. Staff should then act on learners' suggestions within the program. For example, educational program directors might talk to a group of assembly line workers about terminology specific to the workplace and how it can accurately be incorporated into a new basic skills training program. They make sure the terminology they use in training is up to date and accurate. Or, a group of instructors may talk to workers about their understanding of the goals of the company to establish where they agree with management as a starting point for training. Programs should discover the needs of individual learners and work to meet those needs.

As workers remain in a workplace over time, their needs, goals, and desires change. Workers' responsibilities may change, for example. They may need to work in project teams rather than independently. They might advance up the job ladder, taking on new responsibilities such as writing project reports. Or, workers may change as they progress through an educational program, meeting new challenges, and experiencing success. Successfully completing a work-related basic skills program may inspire an employee to work toward a promotion. Programs must adapt to changing problems, needs, goals, and desires of workers over time.

Program staff should also rely on non-traditional instructional methods within the program, rather than more traditional methods adults experienced as part of their previous schooling. For example, programs may keep learners' interest by utilizing discussion groups, computer writing lessons, or encouraging learners to tutor each other, rather than focusing solely on such traditional methods as lecturing or individual work in workbooks.

## How Can Programs Implement Strategy #1: Meet the Needs of the Learner?

### Use a Learner-Centered Approach

In workforce education programs that use a learner-centered approach, program staff understand that learners know their own strong areas and learning needs better than anyone else. Staff respect learners' knowledge and experiences. Learners have active input into all aspects of the program. They guide the course of their own programs. Staff ask learners about their needs and goals when they enroll in the program and periodically thereafter. Staff work to get to know individual learners to help better understand their work situations and how those situations influence their needs and goals. These needs and goals are addressed in instruction. For example, an instructor may put in extra time with an employee who needs to brush up on grammar skills for a new job that requires more writing than the employee had done previously. During instructional activities, learners have substantial amounts of input, control, and responsibility. Learners also have a say in how the program is designed and run. There may be a worker advisory panel that guides program activities and advises program staff on decisions.

### Embed Instruction in a Relevant Context

Workforce preparation and workplace education programs that meet the needs of learners introduce new skills and knowledge that are meaningful to learners. These programs focus on teaching skills and knowledge that employees use on the job. Real situations that learners find themselves in on the job provide a springboard for instructional activities and provide materials to be used during instructional activities. Workers may practice writing reports to their supervisors by summarizing that day's actual events, for example, or they may write their own job descriptions. Programs may broaden the application of these skills to other contexts, however. Learners can discuss how they might apply skills in various jobs in the workplace. They can discuss how they might use these same skills in other areas of their lives. Some workplace programs provide opportunities for learners to work on skills that are not related to the job. For example, learners may bring materials from home that they would like to work on.

### Offer Non-Traditional Instruction and Delivery

Programs that meet the needs of the learner often use "non-traditional" instruction and delivery methods. Non-traditional instruction is different from the kinds of instruction that many adult learners experienced in the past. It offers learning tools, situations, and relationships that adults probably

did not experience in their previous schooling. Non-traditional instruction and delivery may include:

- small group instruction;
- technology-based instruction;
- cooperative learning and peer tutoring;
- peer tutoring, where students work together; and
- distance education.

Technology-based instruction, including computer-assisted and computer-based instructional programs, and instructional and interactive video are important because the ability to use and interact with technology in everyday life, especially in the workplace, is fast becoming a necessary skill. Technology-based instruction helps learners develop basic and higher order skills while they learn to use new technologies. Learners may work individually, in pairs, or in small groups, using technology as a tool for instruction.

Cooperative learning and peer tutoring represent new ways for learners to interact with teachers and peers in an educational environment. Learners and instructors interact on an equal footing in cooperative learning. In peer tutoring, learners, rather than instructors, facilitate each others' learning.

In distance education, various media are used to provide communication between learners and teachers who are not at the same location. Educational television, teleconferencing, or computers provide the basis for interaction between instructors and learners.

## Strategy #2: Develop Support for Lifelong Learning

To develop support for lifelong learning, **workforce education programs must form partnerships and strengthen connections among providers in the community.** They must provide support services to learners in the program. In the past, only a small percentage of adults took part in lifelong learning activities, mostly well educated, white collar professionals. But as society changes and becomes more complex, lifelong learning for all adults will be more important than ever. This is especially important for workers as societal changes affect the American workplace. Working with computers, for example, is now commonplace. Workers must handle more information than ever before. They work in teams rather than individually, which requires good communication skills.

All organizations, groups, and institutions that have resources to support lifelong learning—including information, money, time, facilities, or advocacy—should work together to support lifelong learning. These organizations, groups, and institutions include the education system (public and private schools, higher education, adult education), libraries, human service providers, business and industry, public services, community organizations, citizen groups, local, state, and federal governments, and families. The cooperation and resources of all such agencies, programs, and institutions are important for two reasons: 1) to provide a wide range of services and supports to learners with different needs and goals, and 2) to increase communication among providers, decrease duplication of services, and provide better coordination so that adult learners can make the most of available services. Programs should work with other community agencies to develop support for lifelong learning.

Support services, such as child care, incentives (cash bonuses and release time), career counseling, and job placement, should be provided by workforce education programs. Many adult learners do not take part in or make the most of the educational opportunities available to them because of barriers such as lack of child care, transportation, or money. Support services help to remove such barriers and increase learners' opportunities for participation. Programs should provide a variety of such support services to workers.

## How Can Programs Implement Strategy #2: Develop Support for Lifelong Learning?

### Form Partnerships and Strengthen Connections Among Providers

Workforce preparation and workplace education programs that develop support for lifelong learning work with other organizations in the community to provide comprehensive services to learners. By communicating and working with other community organizations, a program can direct learners to opportunities and services beyond those which it provides. For example, a worker enrolled in a workplace literacy program may decide that she would like to pursue a college degree. The program she is enrolled in may direct her to a local community college. A workplace program that operates a learning lab on Saturdays may recruit a community volunteer group to provide child care so that more employees can take advantage of the lab. Without such linkages, learners may be unaware of or unable to take advantage of all the learning opportunities and services available to them. When such linkages are provided, learners make the most of the services available to them. By communicating with and working with other community organizations, programs can also eliminate duplication of services, thereby helping to conserve resources and improve services. When a workplace program coordinates with another community organization to provide child care, for example, workplace resources and energies that would have been directed toward providing child care can be directed to other efforts. This allows each organization to focus on the services it is best equipped to provide, ultimately strengthening all of the organizations involved.

### Offer Support Services

Programs can develop support for lifelong learning by providing support services to learners. For example, workplace programs may provide on-site child care or job counseling and placement. Such services help to relieve some of the learners' worries and responsibilities, and allow learners to focus on learning. Programs may provide such services on their own, or if this is not possible, they may collaborate with other agencies in order to provide support services.

## Strategy #3: Accommodate Learner Differences in the Program

To accommodate learner differences, **workforce education programs must work to understand and respond to the differences among learners**. Every learner comes to a program with his or her own unique qualities, background, beliefs, values, language, and experiences. These differences might affect learner participation in the program. Programs can respond to learner differences by:

- Organizing services to address cultural and ethnic differences. Attitudes, values, and beliefs about schooling are culturally determined to a great extent and they vary among adult learners. For example, learners from cultures that do not highly value formal education may reflect these values in the program. They may exhibit behaviors or say things that might be interpreted as a "bad attitude" but are instead a reflection of their cultural values.

- Organizing services to address special needs. Learners may have vision or hearing problems or a physical impairment that require accommodation in the program. They may have a learning problem that affects how they learn, such as difficulties following directions or screening out background noise while trying to work. They may have learning preferences; for example, preferring to figure something out on their own rather than listening to someone tell them about it. Age differences create unique learning needs: older workers who have been out of the educational system for some time may have different needs than younger workers. Environmental circumstances may also create special needs: for instance, if public transportation is not available, some workers may have difficulty staying after work hours to participate in a program.

This is an important strategy for workforce preparation and workplace education programs for several reasons. The majority of new entrants into the workforce in the next 10 years will be minorities, immigrants, and women. In addition, greater numbers of disabled individuals will be entering the workforce. The Americans with Disabilities Act, which mandates equal access to all disabled individuals, will affect workplaces. It specifically prohibits employers with more than 25 employees from discriminating on the basis of disability in employment. Workforce education programs will have to respond to the needs of a very diverse workforce.

Programs must become aware of the differences and needs of learners, and then must respond to those differences and needs in the program. When programs respond to the needs of learners, learners are more likely to experience success in the program and on the job.

## How Can Programs Implement Strategy #3: Accommodate Learner Differences in the Program?

### Develop Sensitivity to Learner Differences

Workforce education programs that accommodate learner differences work to discover the cultural, social, and educational history of each learner, and what life on the job is like for each learner. This includes finding out what learners consider to be their strong points, how they learn best, how they did and did not learn in the past, and how they would like to learn. It includes asking learners to talk about barriers that may be keeping them from fully participating in the program. Programs can use a variety of methods to enable learners and staff to share their background, experiences, goals and preferences. These include staff interviews with learners, informal discussions between a learner and a teacher or between groups of learners and teachers, or the use of formal assessment instruments.

Programs that accommodate learner differences provide staff development activities that raise awareness of the differences among learners and how these differences prevent or affect learners' participation in the program. Staff development activities can focus on raising awareness of cultural diversity, potential learning strengths, and how they can be identified, learning preferences and how they can be identified, and barriers to participation and how they can be identified.

### Respond to Learner Differences

Workforce preparation and workplace education programs that accommodate learner differences act on the information they gather from learners to maximize the ability of every learner to fully participate in the program. They respect learner backgrounds and differences and build the program so it suits the backgrounds and differences of each learner.

These programs build on learner strengths. For example, learners may be asked to give an informal presentation to other members of the program about something in which they have expertise, such as a specialized technique for welding. This allows each learner to take turns in the role of expert while providing needed information to other learners in the program. Or, programs may make accommodations so that learners who have difficulty with written tests can respond to test items orally.

These programs also provide ongoing staff development that gives staff the tools they need to respond effectively to learner differences in the program. Such staff development activities ensure that staff remain flexible to accommodate changing needs in the program.

Finally, these programs encourage professional development and leadership in staff from diverse backgrounds, including those from underrepresented groups and those with special needs. They also encourage learners to take leadership roles in the program. The programs encourage such leaders to offer their valuable perspectives on the operation of the program, and use this information to more fully respond to learner needs.

## Strategy #4: Develop Higher Order Skills

To strengthen higher order cognitive skills, **workforce education programs must provide direct instruction to learners in those skills, as well as help learners use those skills in new and varied situations**. Higher order cognitive skills include the ability to think critically (analyze and evaluate information and situations) and creatively (look at information and situation in new and imaginative ways). They include problem solving and decision making.

Instruction can take advantage of the fact that all adults use higher order cognitive skills to some extent. They have to evaluate what they see, hear, and read every day to make decisions and solve problems. For example, reading is usually considered a "basic skill." Yet, reading involves making decisions (deciding whether the word "bug" in a text means an insect or a listening device), integrating information (connecting information in the text with one's own knowledge), and thinking critically (following and analyzing an author's argument). All of these skills are an integral part of reading. So, even people who are just learning to read use higher order skills.

Programs must also recognize that the nature of the information adults must deal with, the choices they must make, and the problems they must solve are becoming increasingly complex. For example, new workplace trends, such as total quality management (empowering front line workers with more authority to solve problems and make decisions) and statistical process control (where employees use statistical methods to monitor the quality of products as they are being produces), make it necessary for all employees to use their higher order cognitive skills flexibly and in a variety of situations. At the same time, recent studies indicate that many adults do not make full use of the higher order skills when information becomes more complex.

Workforce education programs must help learners maximally use higher order cognitive skills to solve problems they encounter in the workplace.

## How Can Programs Implement Strategy #4: Develop Higher Order Skills?

### Provide Direct Instruction in Higher Order Skills

Workforce education programs that develop higher order cognitive skills show learners how they already use higher order skills on the job and how they can use them in new areas on the job. Adults may not be aware of how they already use higher order skills and may not see other ways in which they can apply these skills.

Programs begin by helping learners identify how they already use critical thinking, problem solving, and decision making skills. For example, a group of workers might brainstorm and list the types of problems they typically run into on the job and how they solve them.

Programs then help learners think about and practice other situations in which they can use higher order skills. For example, instructors and workers may discuss the list of problems and solutions with the workers, noting which solutions worked, what they would do differently, and how they might use similar skills in other situations. Instructors may then demonstrate for workers how they can use higher order skills in new situations. The instructors describe their thinking, one step at a time, as they solve a problem, make a decision, or work through a complex reading. For example, an instructor may model a problem solution for customer service representatives who deal with angry customers' complaints. The instructor thinks aloud, saying: "The first thing I have to do is give the customer a chance to talk about his complaint and listen carefully to him. I have to remember not to let his anger get in the way of my listening. I need to shift our attention to the problem and its solution, rather than becoming defensive. I must work to get an understanding of the problem. As I listen to him, I will record his complaint on paper. Then we can look at it together to make sure we both see the problem the same way." The workers then practice using higher order skills in similar situations. The instructors can provide guidance in new situations (for example, suggesting a next step when a worker is no longer making progress), gradually withdrawing this type of support as workers become more confident of their skills.

### Provide Realistic Opportunities for Practice and Application of Higher Order Skills

When workforce education programs use realistic life situations, such as dealing with customers, for the practice and application of higher order skills, they provide a way for learners to transfer use of these skills to a variety of new situations. When learners practice using skills in realistic situations, they are more likely to be able to use them on the job.

Programs that successfully develop learners' higher order skills bring real world problems into the educational setting. They use role plays and

discussion groups to provide realistic situations, like an interaction between workers on an assembly line. If possible, they provide opportunities for learners to practice and apply skills outside of the program. For example, instructors may ask workers to make note of events that they must communicate to their supervisors throughout the day.

## Strategy #5: Enable Learners to Use All Language Processes in Their Lives

To increase learners' abilities to better use language processes, **workforce education programs must provide a variety of opportunities for them to practice language skills and show them how these skills are important on the job.** The language processes are reading, writing, speaking, and listening. They are the foundation of thought and communication and the tools people use to learn more about themselves and the world. Everyone can benefit from becoming a better speaker, listener, reader, and writer. The ability to express one's feelings and views and to respond to other's feelings and views is important. It empowers people and makes them feel that they can be proactive and can create change. Working to enhance language skills also strengthens higher order skills. Preparing a piece of writing, for example, involves the solution of many problems, including determining who the audience is, and how the piece will be organized.

In the workplace, success depends on advanced communication skills. Workers use the language processes in different ways, depending on the task at hand. For example, employees may gather information from several sources to solve problems, correspond with others to make requests, explain plans or procedures in writing, listen to and follow directions, make a presentation about a procedure, or read a manual to understand a new procedure. They may use electronic mail to report problems and read memos to learn about changes in procedures.

Learners in workforce education programs must be able to see how language can be used to solve problems, reach goals, and carry out daily activities at work. This is important because many adult learners think that reading is just being able to pronounce the words and that writing is spelling and handwriting. Programs themselves may contribute to this perception by the approach they take to teaching. Language skills are often taught in isolation and in the absence of meaningful applications. Programs must explicitly help learners make the important connection between learning language skills in the program and using them on the job.

Although they have unique aspects, the language processes are intricately related and the development of one process enhances the development of the others. For example, group discussion (speaking and listening) helps adults better understand what they are reading or writing about. Writing and revising one's writing demands reading. Staff in programs can capitalize on this through the instructional activities they design.

Workforce education programs must help learners maximally use language processes to solve workplace problems and meet workplace goals.

## How Can Programs Implement Strategy #5: Enable Learners to Use All Language Processes in Their Lives?

### Build Group Discussion Into All Learning Activities

Workforce education programs that successfully strengthen learners' abilities to use language processes build opportunities for group discussion into all areas of the curriculum: even those areas in which it is not traditionally used, such as mathematical problem solving. When a worker tells a group of his peers about how he competed a calculation, for example, he develops speaking, as well as mathematical skills, while the rest of the group develops listening, as well as mathematical skills. Discussion can also be used in conjunction with reading and writing activities. For example, a group of learners may need to refer to a complicated manual to operate a new piece of machinery. They may talk about what they already know as a group then read through the manual together, piecing together and writing down the procedure they must undertake. Such activities provide opportunities to develop all language processes concurrently.

### Teach Reading for Meaning

Programs that enable learners to use reading show them how reading is used in the workplace. They help learners see the ways they can use text to meet their needs. They show learners that they must actively think about what they want from the text, ask questions of themselves to make sure they are getting what they need out of the text, use aspects of the text like titles and boldface print to direct their attention to important points, and, if appropriate, test their learning by trying to summarize the main ideas of the text.

Instructors in these programs use guided reading and modeling to demonstrate reading skills and strategies to learners. Instructors may guide learners through a text with questions and discussion. For example, before reading a chart, the instructor asks the learners to discuss information they are looking for and why. Learners are asked to discuss how they might attack the chart (read the row and column headings first?) The instructor then directs learners as they look information up in the chart. After using the chart, the instructor asks learners to summarize the procedures they used in their own words. Instructors may demonstrate effective reading behaviors as they read out loud to learners. For example, an instructor who wants to show how she approaches the task of reading a manual might say, "Before I read this manual, I think about my purpose for reading it. In this case, I need to learn how to sharpen the blade of a riding lawn mower. I will scan the table of contents to look for key words, like 'sharpening' and 'blade.' Before I begin to read the chapter, I will think about what I already know about doing this task. I know that there are a series of steps I must go through to remove the mower

housing before I can sharpen the blade. The manual will probably tell me step by step how to do this. As I read, I'm going to visualize each step in my mind before I do it."

**Teach Writing for Meaning**

Workforce preparation and workplace education programs that enable learners to use writing show them how writing is used in the workplace. These programs help learners develop writing skills they can use by providing numerous opportunities for them to write with realistic purposes and audiences in mind (for example, writing a memo to a supervisor). Learners are encouraged to share their writing with the instructor or other learners in order to develop a feel for producing writing that is meaningful to an audience other than themselves.

# SUGGESTED DISCUSSION QUESTIONS

## Overview of the Discussion Questions

The purpose of the following discussion questions is to get viewers to think about strategies that will help us meet National Education Goal #5, what those strategies mean, why they are important, and how their own and other programs can implement the strategies. Facilitators might use these questions as presented or use them as models to prepare their own.

The questions are presented so that facilitators can choose those that are appropriate for their situations, depending on their audience and how they plan to use the videos. For example, a facilitator who is planning to show only the documentary video might select questions 1, 2, and 3 to use before showing the documentary, and questions 4, 5, 6, and 7 to use after showing the video. A facilitator who is planning to use the overview and in-depth staff development videos might choose to use questions 1, 3, 6, and 7 before showing the overview video, revisit questions 6 and 7 between showing the overview and the in-depth videos, then use questions 8 through 11 after showing the in-depth video. A facilitator planning to use all three videos might use questions 1, 2, and 3, show the documentary video, use questions 4, and 5, show the overview staff development video, use questions 6 and 7, show the in-depth staff development video, then use questions 8 through 11.

Obviously, there are a number of ways to use these or similar questions. The important thing is to stimulate discussion and encourage deeper thinking about strategies to enhance lifelong learning.

## Project Lifelong Learning: For the Workplace
## Suggested Discussion Questions

1. What does it mean to be a lifelong learner? What kind of learning happens in your life or your work setting right now? How does it help you?

2. How might workplaces that offer work-related literacy skills training to their employees benefit from those offerings? How might their employees benefit?

3. What characteristics would be important in workforce preparation or workplace education programs? It may be helpful to think in terms of your own schooling or any job training you have been involved in. What aspects did you find most useful? What changes would you have liked to see? What components might be added that would enable and encourage workers to pursue learning through their lifetimes?

4. Discuss some ways in which each of the programs you have seen in the documentary video (The Center for Employment Training, San Jose, California; Alpena Community College's Workplace Partnership Project, Alpena, Michigan; and the Seafarer's Harry Lundeberg School of Seamanship, Piney Point, Maryland) meets the needs of the workers or future workers enrolled in the program. How do these programs meet the needs of employers?

5. Discuss some ways in which each of the programs you have seen in the documentary video (The Center for Employment Training, San Jose, California; Alpena Community College's Workplace Partnership Project, Alpena, Michigan; and the Seafarer's Harry Lundeberg School of Seamanship, Piney Point, Maryland) develops support for lifelong learning among workers or future workers enrolled in the program. How do employers benefit from the lifelong learning opportunities available to their employees through these programs?

6. Five strategies have been identified which can help adults in workforce preparation and workplace education programs become lifelong learners. They are:

- Meet the needs of the learner;
- Develop support for lifelong learning;
- Accommodate learner differences in the program;
- Develop higher order cognitive skills, like problem solving and decision making; and
- Enable learners to use all language processes (reading, writing, speaking, and listening) in their lives.

Discuss for a few moments what each strategy might comprise—for example, what would it mean to meet the needs of learners in a workplace program? Discuss for a few moments how your program or others in your community might implement each strategy. For example, how might a program meet the needs of learners enrolled in the program?

7. For each strategy, discuss reasons why it might be important to implement that strategy. Think what might happen in programs that do not use the strategies. For example, why is it important to meet the needs of learners in programs? What would happen if programs did not meet the needs of learners?

8. For each strategy shown in the in-depth staff development video, list the ideas for implementation that were shown. Can you think of any others?

9. Think about the strategies you currently use in your program. Tell the group what they are and how you currently implement them.

10. Are there any additional ways that you could implement the strategies in your program using resources currently available? Tell the group about these ideas and how you might tap available resources to put them into effect.

11. Are there any additional ways that you could implement the strategies in your program given that you had additional resources? Describe to the group your ideas and how you might access additional resources to support those ideas.

# IDEAS FOR IMPLEMENTING STRATEGIES

## Ideas for Implementing
## Strategy #1: Meet the Needs of the Learner

**Use a Learner-Centered Approach**

____ Use intake interviews to determine learners' needs, goals, and interests (such as a desire to brush up on basic mathematical skills for work applications)

____ Encourage learners to set goals and take responsibility for working toward their goals

____ Give learners ideas for and assistance in assessing their own needs and goals

____ Conduct interviews periodically to keep abreast of learners' changing needs and goals

____ Include learner representatives on the program's governing board in order to involve learners in decisions about the program

____ Provide open forums for learners to communicate ideas about the program

____ Encourage learners to bring ideas, suggestions, and concerns to the attention of staff

____ Act as a facilitator in the learning process, rather than as a director

**Embed Instruction in a Relevant Context**

____ Ask learners to identify the skills they need to work on, such as technical writing

____ Build instruction around learners' needs and goals, such as communicating better with others in their project teams

____ Use realistic activities and scenarios as the basis for learning materials and activities (for example, use excerpts from frequently used manuals in reading instruction)

____ Identify skills needed in situations learners find themselves in (troubleshooting a malfunctioning furnace, for example) and make these skills the focus of instruction

____ Provide opportunities for learners to work with materials that are appropriate for their level and needs

____ Provide opportunities for learners to practice skills in many different situations

____ Encourage learners to bring materials that they would like to work on to the program, such as manuals that are particularly difficult to read

**Offer Non-Traditional Instruction and Delivery**

____ Ask learners to lead instructional activities

____ Provide opportunities for learners to work in small groups or pairs

____ Encourage learners to work at their own pace

____ Provide opportunities for learners to work on computers, or use other technologies like educational television or teleconferences

____ Complement technology-based instruction with interactive activities involving instructors and other learners

____ Use non-traditional print media in instruction, such as bills, memos, or reports

## Ideas for Implementing Strategy #2: Develop Support for Lifelong Learning

**Form Partnerships and Strengthen Connections Among Providers**

____ Explore local resources to find out what other people are doing

____ Keep abreast of government supported programs

____ Make program staff aware of what other local programs are doing

____ Establish and maintain contact with outside agencies through newsletters and informal gatherings

____ Speak at meetings of other community groups or public gatherings to inform others about your program's activities and to foster support for lifelong learning

____ Make connections and form partnerships with other local service providers

____ Work with partners to determine together what each player has to offer to and gain from the partnership

____ Seek new partners among other local service providers

____ Work with partners to see where gaps lie and duplication of services exists

____ Work with partners to fill gaps and eliminate duplication of services

____ Get to know the local media and how they can support lifelong learning in the community

____ Make program staff aware of ways they can help learners get high school or college credit for learning

____ Provide information to learners about other available educational opportunities like community college courses

____ Refer learners to other local programs and agencies

**Make Connections with Other Groups**

- The local business, industry, and labor network

____ businesses

____ labor unions

____ business clubs

____ business and manufacturing associations

____ workers

____ chambers of commerce

____ private industry councils (PICs)

____ economic development groups (local and state)

____ job training programs

- The local education network

____ public schools

____ adult education programs

____ community-based programs

____ community, technical, and junior colleges

____ vocational education programs

____ literacy councils, volunteers, and coalitions

- Community programs and organizations

____ libraries

____ human services like welfare programs, social services, counseling, job training, state employment services departments, or job service offices

____ church groups

____ community-based organizations

____ Project Literacy U.S. (PLUS) task forces

____ service organizations like Rotarians and Business and Professional Women

• Government organizations and programs

____ political parties

____ federal and state government resources

____ national clearinghouses

**Offer Support Services**

____ Seek funding for support services

____ Provide release time, job counseling and placement, and other support services, or link with other local organizations that can provide such services

____ Organize learner support groups

____ Support a mentoring program in which employees (possibly former learners) donate their time and experience to support currently enrolled learners

____ Recognize learners' achievements in newsletters and ceremonies

____ Display learners' work

____ Encourage local professionals and organizations to donate their time and resources toward providing support services in the program

____ Offer to coordinate existing support services in your program with other programs

____ Formulate plans with other local agencies on how to obtain services for all agencies

## Ideas for Implementing Strategy #3: Accommodate Learner Differences in the Program

**Develop Sensitivity to Learner Differences**

____ Provide opportunities for learners to share backgrounds, experiences, and beliefs with program staff and each other

____ Ask learners how they learned best in the past, how they did and did not learn, how they would like to learn

____ Use staff development activities that expand staff awareness of learner differences and barriers to learner participation in the program

____ Invite speakers that expand staff awareness of learner differences and barriers to learner participation in the program

____ Provide opportunities for staff to share their knowledge about learners (their needs, backgrounds, and concerns), and to discuss potential obstacles to their participation in the program

**Respond to Learner Differences**

____ Help learners identify personal strengths

____ Build on the strengths that each learner brings to the program

____ Keep the curriculum flexible, so all learners have options in choosing the ways they learn best

____ Tailor instructional approaches, techniques, materials, and procedures to meet individual needs

____ Hold staff development activities which inform staff about ways to pick up cues from learners that indicate they are experiencing difficulty, about ways to adapt instruction to meet individual needs, and about ways to be flexible in order to meet a variety of needs

____ Provide opportunities for staff to interact, communicate, share concerns, and plan ways to be more responsive to the needs of learners

____ Encourage professional development and leadership among staff from diverse cultural and special needs backgrounds and among learners enrolled in the program

## Ideas for Implementing
## Strategy #4: Develop Higher Order Skills

**Provide Direct Instruction in Higher Order Skills**

____ Have learners identify how they already use higher order skills on the job and what those skills are

____ Encourage learners and staff frequently to describe aloud the higher order skills they use in a certain situation, one step at a time (for example, talk aloud as they troubleshoot a malfunctioning piece of machinery)

____ Provide opportunities for learners to discuss how they used higher order skills in particular instances, what might have worked better, and how they would do things differently next time

____ Encourage learners and staff to model their thinking and problem solving skills for others

____ Guide and support learners as they use higher order skills in new situations, then withdraw support as they gain confidence in using their skills in these situations (as they monitor and change settings on a piece of machinery on the shop floor, for example)

____ Use scenarios and materials from the job when teaching higher order skills

**Provide Realistic Opportunities for Practice and Application of Higher Order Skills**

____ Use "real-life" problems and situations (such as reading a chart to find a correct pipe size for a particular job) as the basis for classroom practice in higher order skills

____ Use role playing to provide learners with opportunities to practice using higher order skills in realistic situations

____ Provide a variety of realistic opportunities for learners to practice using higher order skills, so they are likely to transfer the skills to a variety of situations.

____ Encourage classroom instructors to accompany learners onto the shop floor, if possible, to help them transfer skills learned in the classroom to job situations

____ Arrange for experienced employees on the shop floor to coach workers as they apply newly learned skills

## Ideas for Implementing Strategy #5: Enable Learners to Use All Language Processes in Their Lives

**Build Group Discussion Into All Learning Activities**

____ Ask learners to talk about how they solved math problems or comprehended text

____ Ask learners to talk aloud as they perform a task, describing what they are doing and why

____ Use activities that necessitate discussion, such as asking learners to solve a problem independently, then compare their solution procedures with a peer

**Teach Reading for Meaning**

____ Use materials that learners really need to read on the job (manuals, memos, or reports) as the basis for instruction

____ Discuss with learners the different types of materials they read and how each should be approached

____ Instruct learners in the use of comprehension aids, such as previewing, questioning, and use of text features like headings and boldfaced print

____ Have staff and learners demonstrate good reading behaviors for other learners

____ Have staff and learners guide other learners through texts they must read, including reports or manuals

____ Have learners summarize and discuss texts with other learners (for example, a new procedure they must learn from a manual)

____ Have learners write down questions or notes about a text they have to read (for example, note where and how they must digress from a procedure recommended in a manual, due to special circumstances in their shop)

**Teach Writing for Meaning**

____ Discuss with learners the different types of writing they do and how they might approach each

____ Use situations in which learners need to write (such as writing a report to a supervisor) as the basis for instruction, and provide learners with opportunities to practice types of writing they need to do on the job

____ Provide novel, but realistic, opportunities and reasons for learners to write. For example, they may make notes throughout the day about events to report to a supervisor

____ Have staff and learners read and react to each other's writing to build understanding of writing conventions and audience concerns

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**ERIC Clearinghouse on Adult, Career, and Vocational Education.** ***Trends and Issues: Vocational Education Involvement with Business/Industry/Labor.***
Print resources and organizations are provided for vocational educators to develop partnerships with business, industry, and labor.

**Haigler, K. O. (1990). Building ties among literacy programs: Achieving strength through cooperation. In F. P. Chisman and Associates,** ***Leadership for literacy: The agenda for the 1990s*** **(pp. 51-71), San Francisco: Jossey-Bass.**
This chapter describes networking and collaboration to provide for those most in need of services. Barriers to and recommendations for effective linkages are detailed.

**Zeiss, T. (Ed.). (1991).** ***Creating a literate society: College-business-community partnerships.*** **Washington, DC: American Association of Community and Junior Colleges.**
Community, junior, and technical colleges are responding in unique ways to the learning needs of adults. Sixteen case studies of effective literacy programs are provided.

## *Strategy #3: Accommodate Learner Differences in the Program*


**Cassara, B. B. (Ed.). (1990).** ***Adult education in a multicultural society.*** **New York: Routledge.**
The impact of a multicultural society on adult education and the issues that must be considered in a comprehensive policy are the focus of this book. The dimensions of the problem, past and present concerns of major ethnic groups, and innovative approaches to practice and research are the major themes in this volume.

**Ross-Gordon, J. M., Martin, L. G., & Briscoe, D. B. (Eds.). (1990).** ***Serving culturally diverse populations.*** **San Francisco, CA: Jossey-Bass.**
An excellent resource for researchers and practitioners concerned with cultural diversity. Theoretical perspectives, research-based articles, and descriptions of effective practices and programs are provided.

**Ross-Gordon, J. M. (1989).** ***Adults with learning disabilities: An overview for the adult educator.*** **Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.**
Research-based background reading for administrators, teachers, and tutors. Includes definitions of learning disabilities, prevalence, problems faced by learning disabled adults, assessment tools, and intervention techniques.

**Smith, J. F. (Ed.). (1992).** ***Adult Learning,*** **3(7).**
This entire issue is devoted to cultural diversity.

**U.S. Department of Education, Office of Vocational and Adult Education. (1992).** ***Teaching adults with limited English skills: Progress and challenges.*** **Washington, DC: Author.**
Provides a concise overview of the fastest growing field in adult education—English as a Second Language (ESL). The handbook includes statistics, information about materials, methods, testing, and resources.

**U.S. Equal Employment Opportunity Commission. (1991).** ***The Americans with disabilities act: Questions and Answers.*** **Washington DC: Author.**
Gives answers to frequently asked questions about the Americans with Disabilities Act, especially regarding employment and public accommodations.

**Wrigley, H. S., & Guth, G. J. A. (1992).** ***Bringing literacy to life: Issues and options in adult ESL literacy.*** **San Mateo, CA: Aguirre International.**
A synthesis of the findings from a two-year research study that included an extensive review of the literature, input from scholars and professionals, and in-depth site observations. Effective and innovative instructional approaches, methods, and technologies for adult ESL students are discussed conceptually and in practice; includes many resources.

**Yagjian, M. (Ed.). (1992). PLUS Project Literacy U.S.:** ***Literacy/learning disabilities collaboration project.***
**(Special Newsletter)**
Comprehensive list of resources: includes literacy and learning disability organizations, examples of collaborative efforts, and video, print, and technology resources. Available from PLUS Outreach: 4802 Fifth Avenue, Pittsburgh, PA 15213, (412)622-1320


## *Strategy #4: Develop Higher Order Skills*


**Brookfield, S. D. (1988).** ***Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting.*** **San Francisco: Jossey-Bass.**
Thought-provoking background reading for anyone interested in helping adults develop critical thinking skills and become more questioning in all areas of their lives.

**Means, B., & Knapp, M. S. (1991). Cognitive approaches to teaching advanced skills to educationally disadvantaged students.** ***Phi Delta Kappan,*** **73, 282-289.**
Reexamines traditional thinking about the relationship between basic and advanced skills and teaching methods for disadvantaged students. The article is a concise presentation of new approaches to help learners develop their basic and higher

order skills simultaneously. Approaches include: modeling, using dialogue, and supporting learners as they gradually develop higher order skills. Important information for teachers of adults.

**Phi Delta Kappa. (1991).** ***Teaching Effective Learning Strategies.*** **Bloomington, IN: Author**
Compilation of research-based articles on "learning how to learn," including how to teach problem solving strategies and how to use prestudy and probing questions.

**Resnick, L. B. (1987).** ***Education and learning to think.*** **Washington, DC: National Academy Press.**
Important background reading for anyone concerned about the development of higher order skills. Many facets of higher order skills are discussed, including working definitions, the relation between "higher order" and so-called "basic" skills, higher order skills in reading and math, programs for directly teaching higher order skills, and embedding thinking skills in all areas of the curriculum.

**Sternberg, R. J. (1990). Real life vs. academic problem solving. In R. Fellenz & J. Conti (Eds.),** ***Intelligence and Adult Learning*** **(pp. 35-40). Bozeman, MT: Montana State University, Center for Adult Learning and Research.**
Sternberg discusses nine differences between school-based and "real world" problem solving, including recognizing and defining problems, problem solving in context, feedback on what is right or wrong, and individual versus group problem solving.

**See also: Carnevale, Philippi, Taylor (strategy #1)**

## *Strategy #5: Enable Learners to Use All Language Processes in Their Lives*

**Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1985).** ***Becoming a nation of readers: The report of the Commission on Reading.*** **Urbana, IL: Center for the Study of Reading.**
A comprehensive synthesis of decades of reading research (primarily with children and young adults). This book has implications for teachers of adult beginning readers.

**Forlizzi, L. A. (1992).** ***Exploring the comprehension skills and strategies of ABE students*** **(Final Report). University Park, PA: Institute for the Study of Adult Literacy, The Pennsylvania State University.**
Summarizes a research report and the results. It includes the rationale for the study, descriptions of the materials, methods, procedures, and subject populations. Implications for instruction of ABE students, directions for further research, and teacher reactions to the project are included.

**Frager, A. M. (Ed.). (1991).** ***Teaching adult beginning readers: To reach them my hand.*** **Oxford, OH: College Reading Association.**
The eight authors of this volume explain how the most current knowledge and effective practices in reading instruction can be used to teach adult readers. This volume is intended for administrators and educators as well as paraprofessionals in all areas of reading instruction.

**Sheaffer, B. P., & Carman, P. S. (1992).** ***Development of a curriculum and materials for use in teaching occupational specific vocabulary for health care students*** **(Final Report). University Park, PA: Institute for the Study of Adult Literacy, The Pennsylvania State University.**
Describes a project to develop a curriculum to teach medical terminology using a structural analysis strategy. The curriculum materials are written in a narrative in which the main character, an LPN named Thelma, teaches a trainee named Mary

how to read medical words and to be confident about her abilities to learn.

**Soifer, R., Irwin, M. E., Crumrine, B. M., Honzaki, E., Simmons, B. K., & Young, D. L. (1990). *The complete theory-to-practice handbook of adult literacy: Curriculum design and teaching approaches.* New York: Teachers College Press.**
Background reading about and comprehensive guidelines for using instructional techniques based on recent research in adult learning theory and reading and writing processes. Includes many practical suggestions and sample lessons for helping adults learn language skills in meaningful ways.

**Wrigley, H. S., & Guth, G. J. A. (1992). *Bringing literacy to life: Issues and options in adult ESL literacy.* San Mateo, CA: Aguirre International.**
A synthesis of the findings from a two-year research study that included an extensive review of the literature, input from scholars and professionals, and in-depth site observations. Effective and innovative instructional approaches, methods, and technologies for adult ESL students are discussed conceptually and in practice; includes many resources.

**See also: Askov, Carnevale, Philippi, and Taylor (strategy #1)**

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# RESOURCES

# Organizations

**AFL/CIO Human Resources Development Institute**
Education Department
815 16th Street, NW
Washington, DC 20006
(202)637-5144

Contact: Dorothy Shields, Education Department Director

AFL-CIO Human Resources Development Institute (HRDI) provides information about workplace literacy issues and interfaces with other experienced labor organizations that have operated workplace learning programs. HRDI has published Worker-Centered Learning: A Union Guide to Workplace Literacy for union leaders. This manual helps any adult educator develop worker-centered workplace literacy programs.

**American Association of Adult and Continuing Education (AAACE)**
2101 Wilson Boulevard, Suite #925
Arlington, VA 22201
(703)522-2234

Contact: Dr. Drew Allbritten, Executive Director
Journal: *Adult Education Quarterly: A Journal of Research and Theory* (published 4 times a year)

AAACE is the largest association for individuals and institutions involved in adult and continuing education in North America. Membership provides leadership, networking, and professional development opportunities to adult educators as well as advocacy and legislative representation for the field. The association sponsors an annual conference/exhibition and publishes a magazine, research journal, and newsletter. Other services include international study tours and group insurance.

**American Association of Community Colleges (AACC)**
Office of Educational Services
One Dupont Circle
Suite 410
Washington, DC 20036
(202)728-0200
FAX: (202)833-2467

Contact: Lynn Barnett

The American Association of Community Colleges, founded in 1920, is the national voice for community, technical, and junior colleges. The association provides advocacy, professional development, research, federal relations, and publishing services for two-year colleges.

**American Council on Education (ACE) The Center for Adult Learning and Educational Credentials**
One Dupont Circle
Washington, DC 20036-1193
(202)939-9475
FAX: (202)775-8578

The Center for Adult Learning and Educational Credentials is the pioneer in evaluating extrainstitutional learning, i.e., learning that is attained outside the sponsorship of legally authorized and accredited post-secondary education institutions. It has been evaluating learning since 1945. ACE: 1) provides an alternative means of achieving a high school credential through the operation of the General Educational Development (GED) Testing Program and the National External Diploma Program; 2) provides guidance to postsecondary education institutions for developing policies and procedures for awarding credit for extrainstitutional learning; 3) develops and disseminates statements, definitions, guidelines, and standards related to awarding educational credit and credentials; 4) sponsors conferences and workshops pertaining to the learning of adults and its recognition, including external education and institutional policies for awarding credit for extrainstitutional learning, to the clarification of the roles of postsecondary education institutions in servicing adult students, and to adult education issues.

**American Society for Training and Development (ASTD)**
1640 Duke Street, P.O. Box 1443
Alexandria, VA 22313
(703)683-8100

Contact: Information Center (Training and Development Journal)

The American Society for Training and Development (ASTD), established in 1944, is the world's largest professional association in the field of employee training. ASTD represents more than 55,000 managers,administrators, practitioners, educators, and researchers who design and implement training and development programs for the workforce. Employee training by employers is the nation's largest delivery system for adult education.

**Association for Community Based Education (ACBE)**
1805 Florida Avenue, NW
Washington, DC 20009
(202)462-6333
FAX: (202)232-8044

Contact: Chris Zachariadis
Newsletter: *CBE Report (Community-Based Education Report)*

The Association for Community Based Education (ACBE) is a national membership organization of institutions involved, through education, in community building and indigenous leadership development. Its members include accredited colleges, economic development organizations, literacy and adult learning programs, and advocacy groups. Although diverse, they share a common commitment to help empower their communities to chart their future in economically productive and culturally relevant ways.

ACBE provides the following programs and services: a monthly newsletter, staff research services, database of information about community-based organizations, technical and fundraising assistance, networking among members, minigrants, community fellowship program, Mattie Cook Award, scholarship program, professional development training, publications, advocacy, special projects, internships, and independent study.

**Business Council for Effective Literacy (BCEL)**
1221 Avenue of the Americas - 35th Floor
New York, NY 10020
(212)512-2415
(212)512-2412

Contacts: Gail Spangenberg, Vice President & Operating Head
Wilma R. McCarley, Sr. Program Associate

Newsletter: *BCEL Newsletter for the Business & Literacy Communities*

Publication: *National Directory of Key State Literacy Contacts* (1992). Provides an up-to-date list of people and organizations to contact in each state for information about literacy planning activities and instructional services. Also includes a resource list of national organizations and key contacts.

The Business Council for Effective Literacy is a national public charity dedicated solely to advancing general and workforce literacy in the United States. BCEL serves as a major source of information, analysis, and guidance for the literacy and business communities, and for public planners. Its broad purpose is to stimulate awareness and critical thinking at the local, state, and national levels; promote action and good practice among public and private sector organizations; and foster effective public policy development. A major portion of BCEL's work is devoted to working with the national business community and increasingly with workforce and workplace literacy issues. BCEL publishes a comprehensive and authoritative national newsletter, how-to guides, and other materials for the literacy and business communities.

**Institute for the Study of Adult Literacy**
204 Calder Way, Suite 209
University Park, PA 16801-4756
(814)863-3777
FAX: (814)863-3777

Newsletter: *Mosaic* (published 3 times a year, no charge)

The institute is internationally recognized for its work in literacy research, development, and dissemination activities. The institute's mission stresses the importance of connecting

research to improving practice; each research project results in a practical application in the field, including staff development activities, curriculum and instructional materials development, policy recommendations, and dissemination of research findings through in-house publications, professional publications, and presentations. Institute projects to date have addressed the following interrelated issues in adult literacy: computer-based instruction; workplace literacy; intergenerational literacy; staff development/training; special needs populations; and customized materials development.

**International Reading Association (IRA)**
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
(302)731-1600, ext. 215

Contact: Public Information Office
Journal: *Journal of Reading* (published 8 times a year)

The International Reading Association's mission is to improve the quality of reading instruction through the study of the reading process and teaching techniques; to serve as a clearinghouse for the dissemination of reading research through conferences, journals, and other publications; to increase literacy levels worldwide; and to actively encourage the lifetime reading habit.

**Laubach Literacy Action (LLA)**
1320 Jamesville Avenue
P.O. Box 131
Syracuse, NY 13210
(315)422-9121
FAX: (315)422-6360

Laubach Literacy Action is the United States program of Laubach Literacy International, the oldest volunteer adult literacy organization in the world. LLA was formally established in 1968, and through its current network of 1,000 local member groups, LLA reaches more than 150,000 new readers annually. Local Laubach programs work with learners who have very limited skills. Most enter the program reading below the 4th-grade level. Instruction in basic literacy, English for speakers of other languages (ESL), and math is offered in one-to-one or small group settings. Each local program is autonomous and each is unique in the way it has developed to meet the needs of its own community. These member groups range from small rural councils to large urban programs which serve a diverse ethnic population. LLA works with the Laubach publishing division, New Readers Press, to develop instructional materials, technical assistance and training resources, and volunteer program management materials. These products are designed to provide a wide range of options for the local program to help them meet management and instructional needs. LLA works with a wide variety of organizations at the local, state and national level.

**Literacy Volunteers of America, Inc.**
5795 Widewaters Parkway
Syracuse, NY 13214
(315)445-8000

Contact: Elena Minucci
*The Reader* (quarterly newsletter)

Literacy Volunteers of America, Inc. (LVA) is a national, nonprofit organization that combats illiteracy through a network of more than 450 community programs in 45 states. Founded in 1962, LVA provides free one-on-one and small group tutoring in basic literacy and English as a Second Language (ESL) for adults and teens. More than 125,000 volunteer tutors and students are currently working together nationwide in LVA's programs. LVA also provides technical assistance and print and audio-visual resources to literacy and ESL program managers and those who wish to start such programs.

**National Alliance of Business (NAB)**
1201 New York Avenue, NW
Washington, DC 20005
(202)289-2834
FAX: (202)289-1303

Contact: Keith Poston
Contact: Brenda Bell (202)457-0040
Newsletter: *Work America* (monthly)

National Alliance of Business (NAB) is a nonprofit business led organization dedicated to public education reform and improving the quality of the American workforce.

**National Association for Adults with Special Learning Needs**
Sci-Hab Unit
4546 Broad River Road
Columbia, SC 29210
(803)737-4217

Contact: Mitch Townley
Journal: *Journal of National Association for Adults with Special Learning Needs* (semi-annual)

An association of adult educators, administrators, policy makers, family members, and other professionals to promote and facilitate the opportunities of lifelong learning for adults with special learning needs.

**National Center on Adult Literacy**
University of Pennsylvania
Philadelphia, PA 19104-6216
(215)898-2100
FAX: (215)898-9804

Newsletter: *NCAL Connections* (published quarterly, no charge)

The National Center on Adult Literacy (NCAL) at the University of Pennsylvania was established by the U. S. Department of Education in 1990, with federal co-funding by the Departments of Labor and Health and Human Services. The center's mission is threefold: (1) to enhance the knowledge base about adult literacy, (2) to improve the quality of research and development in the field, and (3) to ensure a strong, two-way relationship between research and practice. NCAL publishes a quarterly newsletter, *NCAL Connections*, available upon request at no charge. Research results are published and disseminated via technical reports, occasional papers, and policy papers, available upon request for a nominal fee. Requests for publications, or to be added to the mailing list should be directed to NCAL Dissemination.

**National Council of La Raza**
810 First Street, NE
Suite 300
Washington, DC 20002
(202)289-1380

Contact: Education Specialist

The National Council of La Raza (NCLR) exists to improve life opportunities for Americans of Hispanic descent. A nonprofit, tax-exempt organization incorporated in Arizona in 1968, NCLR serves as an advocate for Hispanic Americans and as a national umbrella organization for more than 130 formal "affiliates," community-based organizations which serve Hispanics in 35 states, Puerto Rico and the District of Columbia. NCLR seeks to create opportunities and address problems of discrimination and poverty in the Hispanic community through capacity-building assistance to support and strengthen Hispanic community-based organizations; applied research, public policy analysis and advocacy; public information efforts to provide accurate information and positive images of Hispanics in the mainstream and Hispanic media; and special catalytic efforts which use the NCLR structure and credibility to create other entities or projects important to the Hispanic community.

**National Institute for Literacy**
800 Connecticut Avenue, NW
Suite 200
Washington, DC 20006
(202)632-1500
FAX: (202)632-1512

Newsletter: *Literacy News*

The institute is governed by an interagency group which consists of the secretaries of Education, Labor, and Health and Human Services. The institute, to improve and expand the system for delivery of literacy services, is authorized to: 1) assist federal agencies in setting specific objectives and strategies to meet the goals of the National Literacy Act and measure the progress of agencies in meeting such goals; 2) conduct basic and applied research and demonstrations on literacy; 3) assist federal, state, and local agencies and business and labor organizations in the development, implementation, and evaluation of literacy policy by providing technical and policy assistance for the improvement of policy and programs and establishing a national literacy data base; 4) provide program assistance, training, and technical assistance for literacy programs throughout the U.S.; 5) collect and disseminate information to federal, state, and local entities with respect to literacy methods that show great promise; 6) review and make recommendations regarding ways to achieve uniformity among reporting requirements; development of performance measures; and development of standards for program effectiveness of literacy-

related federal programs; 7) award fellowships to outstanding individuals pursuing careers in adult education and literacy; and 8) provide a toll-free, long-distance telephone line for literacy providers and volunteers.

**National Workplace Literacy Program**
Division of Adult Education and Literacy
400 Maryland Ave., SW
Washington, DC 20202-7240
(202)205-9872

Section 371 of the Adult Education Act as amended by the National Literacy Act of 1991 authorizes the secretary to make demonstration grants for job-related programs of literacy and basic skills that result in new employment, continued employment, career advancement, or increased productivity for workers. Federal assistance in establishing workplace literacy programs is available through a competitive grant process under the U.S. Department of Education's National Workplace Literacy Program. The federal government pays 70% of the costs of setting up the program, and a 30% match is required from the partners.

**Project Literacy US (PLUS)**
4802 Fifth Avenue
Pittsburgh, PA 15213
(412)622-1320

Contact: Margot Woodwell, PBS
Project Director

PLUS is a collaboration between the American Broadcasting Corporation (ABC-TV), its 222 affiliates, the Public Broadcasting System (PBS), and its 313 member stations. PLUS has three goals: 1) to raise awareness nationally about the extent of the illiteracy problem and its damaging consequences; 2) to form or strengthen community collaboratives to coordinate services and handle the increased demand; and 3) to get word to those needing help on how to get that help, reinforcing the message that there was no shame to coming forth. PLUS began in Pittsburgh in 1985 when community leaders asked public television station WQED to consider undertaking a local outreach project on the subject of adult literacy.

***Report on Literacy Programs: The Biweekly Newsletter on Basic Skills Training and Workplace Literacy***
951 Pershing Drive
Silver Spring, MD 20910-4464
(301)587-6300
FAX: (301)587-1081

Contact: Dave Speights, Editor

This newsletter is the only independent subscriber-supported publication which is solely devoted to adult basic education training and workplace literacy. It has been referred to as the single most valuable primary research publication on adult literacy in America.

**SER-Jobs for Progress, Inc.**
National Office
The Hills at Decker Court
100 Decker Court, Suite 200
Irving, TX 75062
(214)541-0616
FAX: (214)650-1860

SER-Jobs for Progress, Inc., a nonprofit organization, is the largest Hispanic service-oriented corporation in the United States. SER is a network of employment and training organizations that provide direct human services to economically disadvantaged individuals. The overall mission of SER-Jobs is to formulate and advocate initiatives that result in the increased development and utilization of America's human resources, with special emphasis on the needs of Hispanics. The headquarters, SER National, located in Irving, Texas, provides training and technical assistance, research and planning, and program and policy development for the network. The SER network's affiliates are fully operational community-based organizations that provide program services to those who are in need of targeted redevelopment or employment. SER formulates meeting the challenges of tomorrow for Hispanics through two initiatives: the SER National Hispanic Literacy Initiative and the SER National Employment Initiative. The Literacy Initiative is implemented through SER's acclaimed Family Learning Centers, which bring together and serve economically disadvantaged individuals, their children, and senior citizens from the community. SER's Employment Initiative includes a national automated Job Bank, a biannual Job Fair

Program and an issue of the SER America publication devoted to national employment concerns.

**United Way of America**
701 North Fairfax Street
Alexandria, VA 22314-2045
(703)836-7100

Contact: Local United Way office

All funds and resources are channeled through community United Way offices. For information contact your local United Way office.

**U.S. Department of Education**
400 Maryland Avenue, SW
Washington, DC 20202-7240
Office of Vocational and Adult Education
(202)205-9441
Division of Adult Education and Literacy
(202)205-8270

Clearinghouse: Clearinghouse on Adult Education and Literacy (also known as Adult Learning and Literacy Clearinghouse)
Newsletter: *A.L.L. Points Bulletin* (bimonthly/free)

**U.S. Department of Labor**
Office of Work-Based Learning
Training Policy Staff
200 Constitution Avenue, NW
Washington, DC 20210
(202)219-5281
FAX: (202)219-5428

Contact: Vic Trunzo

TEAMS (Technical and Education Assistance for Mid- and Small-sized firms) is a Department of Labor initiative, which will be carried out through broad based federal partnerships, to help smaller companies (less than 500 employees) meet their needs for a highly skilled and flexible workforce. TEAMS will work cooperatively with existing networks of federal, regional, and state providers that have been developed to address business needs.

Traditionally, these providers have focused on financial assistance, technology transfer, and industrial modernization. The TEAMS effort recognizes that the most significant productivity gains are realized by integrating the human element—through training and work redesign—into these efforts.

TEAMS will assist small businesses by supporting the provision of a broad range of products and services in the areas of workforce literacy, technical training, work restructuring, and labor management relations.

**Wider Opportunities for Women (WOW)**
1325 G Street, NW, Suite Lower Level
Washington, DC 20005
(202)638-3143
FAX: (202)638-4885

Wider Opportunities for Women (WOW) works nationally and in its home community of Washington, DC to achieve economic independence and equality of opportunity for women and girls. For more than 28 years, WOW has helped women learn to earn, with programs emphasizing literacy, technical and nontraditional skills, and career development. Since 1964, WOW has trained more than 10,000 women for well paid work.

**Work in America Institute**
700 White Plains Road
Scarsdale, NY 10583-5008
(914)472-9606

Contact: Marty Cohen, Director of Policy Studies

The Work in America Literacy Network is an informal organization of more than 60 individuals representing 40 employers and labor unions that sponsor functional-context basic skills training for workers. Work in America Institute, with major funding from the MacArthur Foundation and a renewal grant from the GE Foundation, has developed a family educational program, ***Linking Home and School through the Workplace***, to address the working parent's need for help both in parenting skills and academic skills. By teaching parents how to help their children with schoolwork, the program reinforces the basic skills of the adult.

# Clearinghouses

**ACCESS ERIC**
1600 Research Boulevard
Rockville, MD 20850
1-800-USE-ERIC (1-800-873-3742)

***Striving for Excellence: The National Education Goals*** - Packets of information to help parents, teachers, and community members learn more about the six goals. Thirty separate **ERIC** *Digests* contain information about ways the country is working to improve the education system.
***1992 ERIC Directory of Education-Related Information Centers*** - lists more than 300 organizations offering information on all areas of education.

**Clearinghouse on Adult Education and Literacy**
**(also known as Adult Learning and Literacy Clearinghouse)**
Division of Adult Education and Literacy
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, SW
Washington, DC 20202-7240
(202)205-9996

Contact: Tammy Fortune, Education Program Specialist

The clearinghouse links the adult education community with existing resources in adult education, and provides information which deals with state-administered adult education programs funded under the Adult Education Act (P.L. 100-297), amended by the National Literacy Act of 1991 (P.L. 102-73). The clearinghouse also provides resources which support adult education activities. Some print resources available include:

***The Directory of National Clearinghouses Serving Adult Educators and Learners*** - describes national clearinghouses and resource centers which disseminate information about adult education and literacy.
***The Directory of Adult Education State Resource and Information Centers*** - lists states which run clearinghouses or resource centers.
***Selected Resources for Adult ESL and Literacy Instruction*** - lists resource organizations which offer information and services for ESL teachers.
***Bibliography of Resource Materials*** - lists publications and articles about the National Literacy Act, directories on various programs, resources, literacy materials, curriculum materials, handbooks, program management guides, and fact sheets.
***Special Answers for Special Needs: A Guide to Available 353 Resources*** - contains abstracts of selected projects that may help to address special needs and the delivery of adult education services.

**ERIC Clearinghouse on Adult, Career, and Vocational Education**
1900 Kenny Road
Columbus, OH 43210
(614)292-4353
1-800-848-4815

Contacts: Susan Imel, Director and Adult Education Specialist
Judy Wagner, Assistant Director for Dissemination

ERIC, the Educational Resources Information Center, is a national information system sponsored by the Office of Educational Research and Improvement, U.S. Department of Education. The goal of ERIC is to identify, select, process, and disseminate information in education. ERIC has a network of 16 clearinghouses, each serving a specialized field of education. The ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) is located at the Center on Education and Training for Employment, The Ohio State University. ERIC/ACVE provides comprehensive information services in adult and continuing education; career education, childhood through adult; and vocational and technical education. Some print resources include:

***Update*** - *Cultural Diversity* (1992), *Intergenerational Literacy* (1992).
***Information Resources*** - including current resources related to America 2000 and the National Education Goals.
***Digests*** - summarize information on selected topics.
***Trends and Issues Alerts*** - information on selected topics, including workplace literacy.

**ERIC Clearinghouse on Reading and Communication Skills**
Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, IN 47408-2698
(812)855-5847
Family Literacy Center (a department of ERIC/RCS) 1-800-759-4723

The clearinghouse helps people find useful information related to education in reading, English, journalism, theater, speech, and communications. The Family Literacy Center, a department of ERIC/RCS, produces a variety of books, booklets, and audio and video cassettes, bookmarks, and other products to help families read together.

**National Center for Service Integration**
Address #1: Information Clearinghouse on Service Integration
154 Haven Avenue
New York, NY 10032
(212)927-8793
Address #2: Technical Assistance Resource Network
c/o Mathtech, Inc.
5111 Leesburg Pike, Suite 702
Falls Church, VA 22041
(703)824-7447

The National Center for Service Integration aims to stimulate, guide, and actively support integration of health and other human services directed to children and families. For in-house databases, library, and reference services, contact the Information Clearinghouse at address #1. For telephone, written and on-site technical assistance to states and communities, contact the Technical Assistance Resource Network at address #2.

**National Clearinghouse for Bilingual Education (primarily K-12)**
1118 22nd Street, NW
Washington, DC 20037
(202)467-0867

Founded in 1977, NCBE is funded by the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA), for the purpose of providing practitioners with information on the education of limited English proficient students. NCBE information services are available to individuals or organizations responsible for or interested in the education of limited English proficient students.

**National Clearinghouse on Literacy Education**
1118 22nd Street, NW
Washington, DC 20037
(202)429-9292
FAX: (202)659-5641

| | |
|---|---|
| Contact: | Fran Keenan, User Services Coordinator |
| Sponsored by: | US Department of Education, Office of Educational |
| Research and | Improvement |
| Operated by: | The Center for Applied Linguistics |
| Director: | Marilyn Gillespie |
| Newsletter: | *NCLE Notes* (published twice yearly) |

The National Clearinghouse on Literacy Education (NCLE), an adjunct ERIC clearinghouse, provides information and technical assistance on literacy education for limited English proficient adults and out-of-school youth. As the only national clearinghouse for adult ESL literacy, NCLE provides information and technical assistance to researchers, instructors, and program administrators as well as to the public and the media.

The National Clearinghouse on Literacy Education:

- offers information, referral, and technical assistance related to adult ESL literacy and native language literacy;
- maintains a resource center that includes a national database of ESL and native language literacy providers and a mailing list of more than 5,000

individuals and literacy programs;
- regularly edits, publishes, and disseminates a newsletter, digests, annotated bibliographies, books, resource guides—all focusing on issues of literacy for limited English proficient adults and out-of-school youth;
- collects, analyzes and abstracts material related to ESL literacy for the ERIC (Educational Resources Information Center) database; and
- conducts customized ERIC searches.

Some print resources include:

***Resource Guides*** - on Correctional Literacy Education, Family English Literacy, and Videotapes for Adult Literacy Trainers and Programs.
***Digests*** - short articles and references on selected topics.
***Minibibs*** - annotated references on selected topics.

**National Information Center for Children and Youth with Disabilities (NICHCY)**
P.O. Box 1492
Washington, DC 20013
1-800-999-5599

Contact: Information Specialist

The National Information Center for Children and Youth with Disabilities (NICHCY) is a national information and referral clearinghouse. NICHCY operates through the Clearinghouses Program authorized by Section 633 of Part D of the Individuals with Disabilities Education Act, (20 U.S.C. 1433), as amended by Public Law 101-476.

NICHCY is a project of Interstate Research Associates, Inc., and is supported through a cooperative agreement with the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). NICHCY answers questions regarding all disability issues, networks with other disability organizations, prepares information packets on frequently asked question, and provide technical assistance to family and professional groups. Single copies of NICHCY materials are free.

# Project Partners

Project Lifelong Learning is a project of the Institute for the Study of Adult Literacy, College of Education, The Pennsylvania State University, in cooperation with WQED, Pittsburgh, PA, and WPSX-TV, The Pennsylvania State University. Funding for Project Lifelong Learning was provided by the U.S. Department of Education, Office of Educational Research and Improvement.

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Stephen Balkcom

# Project Lifelong Learning Advisory Panel

The following individuals served as advisors to project staff during the development of Project Lifelong Learning.

Judy B. Cheatham, Ph.D., Associate Professor of English, Greensboro College, and National Writing Consultant, Literacy Volunteers of America

JoAnn Crandall, Associate Professor of Education, University of Maryland, Baltimore County; also Co-Director, TESOL, Bilingual Education Program

Sharon Darling, President, National Center for Family Literacy

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Vivian L. Gadsden, Associate Director for Dissemination, National Center on Adult Literacy

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Thanks are also due to Thomas G. Sticht, President and Senior Scientist, Applied Behavioral and Cognitive Sciences, Inc., for his advice at the beginning of the project and for suggesting potential programs to highlight.

Project Lifelong Learning
A PROJECT OF THE INSTITUTE FOR THE STUDY OF ADULT LITERACY AT PENN STATE
IN PARTNERSHIP WITH WQED/PITTSBURGH, HIPPOCRENE STATE, and PLUS (Project Literacy U.S.)
Funded by the U.S. Department of Education

PLUS
PROJECT LITERACY U.S.

SPECIAL EDITION

LITERACY PSAs
FALL 1992

# RESOURCE DIRECTORY SHOWS PSAs ON LITERACY

This is a newsletter about Public Service Announcements devoted to literacy. PSAs have been delivering messages about illiteracy and adult education for a very long time. There has been a marked increase in PSAs since Project Literacy U.S. was established in 1985. Dozens of literacy campaigns have manifested themselves across the country. Along with many of them, public service announcements have been created to help them raise awareness. This newsletter has been issued as a product of Project Lifelong Learning which is described on page 6.

We have gathered information on existing, as well as past literacy PSA campaigns. From this data we have created a resource directory of public service announcements. To our knowledge this is the first time a directory of this sort has been compiled. We asked literacy service providers to supply any information on radio and television PSAs. If you know of other public service announcements that may have been omitted, please let us know by writing WQED, 4802 Fifth Avenue, Pittsburgh, PA 15213. This can ensure an even more complete directory in the future.

Information on other literacy campaigns and their resulting public service announcements is also included in this newsletter: **Project Lifelong Learning** is a campaign in progress. Other literacy campaigns include the Coors project, **Literacy. Pass It On.**, The American Library Association's **Coalition for Literacy** campaign, and the **PLUS/ABC** campaign of 1986.

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## *RESOURCE LIST OF NATIONAL, STATEWIDE AND LOCAL LITERACY PUBLIC SERVICE ANNOUNCEMENTS*

Over the past 12 years many literacy campaigns have been instituted and along with them many public service announcements have been produced.

In an effort to create a resource directory of public service announcements about literacy, we asked literacy service providers to send us any information on national, statewide or local literacy campaigns and PSAs. The majority of the PSAs listed here are available to literacy groups for use in their own campaigns.

PLUS Outreach • WQED • 4802 Fifth Avenue • Pittsburgh, PA 15213 • (412) 622-1335
PBS Project Director, **Margot B. Woodwell** • Assistant Project Director, **Herb Stein**
© 1992 QED Communications Inc.

## American Council on Education - The Center for Adult Learning

A series of audio and video PSAs encourage people who dropped out of school to get a high school diploma by taking the GED Tests which are sponsored by the American Council on Education.

Featured spokespersons include:

- Barbara Bush
- Bill Cosby
- Waylon Jennings
- Vikki Carr - available in both English and Spanish
- Congressman Ben Nighthorse Campbell

- Ann Murray - addresses both American and Canadian audiences

These PSAs also publicize the GED Hotline Information number 1-800-62 MY GED.

Length:

Audio: :15 and :30

Video: :20 and :30

Cost: VHS - $20

3/4 inch - $30

Prices include shipping and handling.

***Contact:***
*Jackie Taylor*
*American Council on Education*
*The Center for Adult Learning*
*One Dupont Circle*
*Suite 250*
*Washington, DC 20036-1193*
*(202) 939-9300*

## Dyslexia Public Awareness Association

One tape contains 4 spots about dyslexia:

- **Danny Glover Spot** features the actor discussing prevalent destructive attitudes toward dyslexic children. In this touching PSA, Glover talks about the evolution of attitudes toward dyslexia as a result of education and greater awareness.
- **Jed** is a 12-year old dyslexic boy who shares his experiences with the audience: he tells us how other kids treat him, and the difficulty he has in living up to the successes of his brother and sister.

The spots are directed by David Hemmings.

Length: :30 and :60

Cost: 3/4" or 1/2" - $35

***Contact:***
*Jay Boccia*
*Ian MacDonald Productions*
*(310) 315-4750*
*(310) 315-4757*

## Laubach Literacy International

- **Literacy Changes Lives** features seven adult new readers speaking about positive changes that have taken place in their lives as a result of literacy. The PSA raises public awareness of adult illiteracy, and serves as a student volunteer and donor recruitment tool for adult literacy programs.

Available on a 1" videotape, five seconds of blank tape are at the end of the tape so local literacy organizations, adult basic education programs and other agencies may tack on their names and phone numbers.

Length: :30

Cost: undecided

***Contact:***
*Vicki Krisak*
*New Readers Press*
*1320 Jamesville Ave*
*Box 131*
*Syracuse, NY 13210*
*(315) 422-9121*

## The Learning Center

- **Closing the Gap** provides information on the National Workplace Literacy Project, highlighting the programs of the Learning Center, which aim to close the gap between literacy and modern technology.

Length: :30

Cost: undecided

**Contact:**
*Cheryl Stone*
*The Learning Center*
*711 Milby, PO Box 248*
*Houston, TX 77001*
*(713) 221-9369*

## Literacy Volunteers of America

A series features Patrick Stewart of **Star Trek: The Next Generation** in three separate spots:

- Stewart talks about courage and how it is a necessary factor in order to come forward and learn to read.
- Stewart reads to a child as the focus is on family literacy. This is available in both English and Spanish.
- Also available in both English and Spanish is a PSA whose message proves how important reading is when it comes to looking for a job in the want ads.

Tags may be added locally.

Length: :30 and :60

Cost: $35

- Alex Trebek is on the set of **Jeopardy** in a series of spots on literacy student/ tutor recruitment, and **English as a Second Language** student/tutor recruitment.

Tags may be added locally.

Length: :30

Cost: $35

*Alex Trebek, host of* ***Jeopardy****, is featured in a series of spots in PSAs produced by Literacy Volunteers of America*

- Gordie Howe speaks about family literacy and promotes intergenerational and family relationships through reading.

  Length: :30

  Cost: $25

- An animated PSA features a little girl telling the story of her mother learning to read. It promotes family reading and the benefits of using the library

  Length: :30

  Cost: $25

- Barbara Bush appears in 2 segments of this 4 segment PSA. The other 2 segments focus on tutor recruitment.

  Length: varied

  Cost: $35

- Billie Jean King says the only way to win at anything, including illiteracy, is to meet challenges head on.

  Length: :30

  Cost: $25

***Contact:***
*Linda Lowen, Assistant Director*
*Literacy Volunteers of America*
*5795 Widewaters Parkway*
*Syracuse, NY 13214-1846*
*(315) 445-8000*

## *WQED/Pittsburgh - PLUS*

- 39 30-second spots of **Read Together, Share the Joy** show parents telling personal anecdotes of the joy they find in reading with their children and grandchildren.

Celebrities including Paul Rodriguez, Susan St. James, Ahmaad Rashaad, Jane Pauley, Phil Donahue, Big Bird, Cybil Sheppard, Ed McMahon, Patricia Wettig, Mr. Rogers, and First Lady Barbara Bush support these messages. Seven of the PSAs are also recorded in Spanish.

Length: :30

Cost: $30

***Contact:***
*National Media Outreach Center*
*QED Communications*
*4802 Fifth Avenue*
*Pittsburgh, PA 15213*
*(412) 622-6442*

**PLUS** and **ABC** produced Public Service Announcements that were used nationally, as did **Coors** and **The Coalition for Literacy**. For details on these PSAs, please see articles on these campaigns elsewhere in this newsletter.

## *Adult Basic Education Center*

- Radio and television PSAs are geared toward recruiting new students while promoting literacy in the minds of the general public.

Length: :30

Cost: undecided

***Contact:***
*Jennifer Howard*
*ABE*
*1 Main Street*
*Winooski, VT 05404*
*(802) 828-3131*

## *Maine Public Broadcasting*

- a series of five personal experience endorsements for learning to read featuring the two state literacy hotline numbers.
- **Give Us Books, Give Us Wings** was produced as a PSA series. The PSAs are encouragements to learn to read, and include state literacy hotline numbers. They may be included in breaks around programs, or combined with the MPB logo to use as station breaks.
- **Read With Me** is another literacy PSA series designed to be included in breaks around programs, or in station breaks.
- **Read Together, Share the Joy** from PLUS in six edited versions with the "Give Us Books" hotline number tag on them.

Some of these segments are adapted from national campaigns, others are locally produced.

Length: :30 and :60

Cost: undecided

***Contact:***
*Charles Halsted*
*MPB Educational Services*
*65 Texas Avenue*
*Bangor, ME 04401*
*(207) 941-1010*

## Nevada State Library and Archives

KOLO-TV produced two PSAs during a statewide campaign that ran continuously through 1991

- **First Lady** features Barbara Bush and Sandy Miller (the Governor's wife) encouraging people to use the library and read together as a family.
- **Little Foot** presents delightful characters created by Dennis Rexrode and Christina Schlosser of Puppets, Inc., along with Librarian, Martha Gould. The viewer is inspired to support the local library.

Length: :30

Unavailable

## New York State Education Department

- **The World** Introduces adult education students who describe the difference reading has made in their lives.
- **Len Elmore**, former New York Knicks basketball player, professes the importance of overcoming challenges and obstacles.
- **Harriet Sobol** is the wife of New York State Commissioner and also an educator. She discusses the importance of learning to read.

Focusing on students, this statewide campaign stresses the need for literacy. Local tags may be added.

Length: :10 :20 and :30

Cost: undecided

***Contact:***
*Carol Jabonaski, Supervisor*
*The State Education Department*
*The University of the State of New York*
*Albany, NY 12203*
*(518) 474-8701*

## State of Illinois Secretary of State Literacy Office

- **Can't Read, Can't Write Blues** is a series of 4 PSAs for radio and television which present testimonies from adult students revealing their experiences in coming forward and admitting the need for help in learning to read.

These PSAs have been used locally and statewide

Length: varied

Cost: undecided

***Contact:***
*Jan Grimes*
*Illinois State Library*
*300 South 2nd Street*
*Springfield, IL 62701*
*(217) 785-6925*

## WNPB TV

- 6 **Read to Succeed** PSAs feature famous and prominent West Virginians reading and expressing its importance.
- **Charlotte Wells** spots feature this adult student telling her own success story.

Tags may be added.

Length: :30

Cost: No Charge

***Contact:***
*Anne Selinger*
*WNPB TV*
*191 Scott Street*
*Morgantown, WV 26507-1316*
*(304) 293-6511*

## Adult Literacy Action of Beaver County

- Three locally produced PSAs present reading programs that are available in Beaver County, Pennsylvania, and the number of illiterate people in the area that could be helped by them.
- produced for the Cable TV Foundation for Community Concerns, **Children** discusses the need of education in our children's lives

Length: :30

Unavailable

## Adult Literacy Service

- Seven PSAs promote the Adult Literacy Service to those who cannot read. Included in the series is a spot of a woman rummaging through a medicine chest while her baby is crying. Realizing she cannot help the child because she can't read the bottles, she calls the Adult Literacy Service. Another spot included in the series features Tommy Lasorda encouraging illiterate people to get help. Adult students are interviewed in several of the spots, sharing their personal experiences.

Length: varied

Cost: undecided

***Contact:***
*Charles F. Belmont*
*Vero Beach Laubach Chapter*
*(407) 231-4032*

## Amarillo Area Adult Literacy Council

- Produced for the Amarillo market, this PSA is general in nature and deals with attracting new students to the ALC program.

Length: :30

Cost: undecided

***Contact:***
*Anite Fowlkes, Council Coordinator*
*Amarillo Area Adult Literacy Council*
*PO Box 447*
*Amarillo, TX 79178*
*(806) 373-9009*

## Greater Pittsburgh Literacy Council

- **Nonreader's World** is an Addy Award winning spot which depicts a jarring walk through a city where the street signs and news stands present a jumble of letters.

Length: :30

Cost: $25

***Contact:***
*Gateway Studios*
*Pittsburgh, PA*
*(412) 471-3333*

## Kentucky Literacy Commission

- **Doors Slamming** is a PSA describing what the world is like to someone who can't read. Produced locally in 1992, this PSA is available for both radio and television.

Length: :30

Cost: undecided

***Contact:***
*Audrey Hains, Executive Director*
*Kentucky Literacy Commission*
*1049 US 127 South, Annex 5*
*Frankfort, KY 40601*
*(502)564-4062*

## The Literacy Connection

- A series of seven PSAs features local students and volunteers expressing the value of their experiences in teaching and learning.

Length: :30

Cost: undecided

***Contact:***
*Hugh Muldoon*
*John A. Logan College*
*Carterville, IL 62918*

## Mayor's Commission on Literacy

- **Can You Read** is a PSA with three clips, which aired locally in Philadelphia in 1989.

One shows a baby having a bad reaction to medicine because his father could not read the bottle.

The next clip is of a man who lost his job because he cost the company $25,000 as a result of his inability to read.

The last part of this tape presents a court room session with a woman evicted from her home. If she had been able to read, this situation would have been prevented.

This tape is available in limited quantities. It may be stripped and localized by adding a tag.

Length: 2:00

Cost: undecided

***Contact:***
*Jim Landers*
*Mayor's Commission on Literacy*
*Philadelphia, PA 19102*
*(215) 875-8652*

## The New York Public Library

- **Reading and Writing Instructions for Adults** is a radio PSA in which the announcer encourages those who wish to learn to read and write, or those who wish to volunteer as a tutor to call The New York Public Library.

Length: :10 :20 and :30

Unavailable

## READ/San Diego Minority Tutor Recruitment Campaign

- Two PSAs were produced, **The Paper** and **The Card**, as a result of the feedback obtained while conducting focus groups with minority tutors and non-tutors showing their interaction with new readers.
- **Colin Powell** is another PSA that began locally and later went statewide. He gives advice on learning to read.

Length: :30

Unavailable

## WNMU-TV Northern Michigan University

Two local PSAs were produced for PLUS as entries in a contest conducted by WNMU.

- The runner up PSA asks "Where would you be if you couldn't read?" The answer is ..."Lost." Street signs are merely jumbled letters to someone who cannot read.
- A mother, carrying her child, is running down a long hallway of a hospital. Her baby needs immediate care. Because the mother is illiterate, she cannot read the signs to direct her to the emergency room. At the end of the spot we see her being tutored, and learning to read.

Length: :30

Cost: undecided

***Contact:***
*Bruce Turner, Station Manager*
*WNMU-TV Northern Michigan University*
*Marquette, MI 49855*
*(906)227-1300*

# PROJECT LIFELONG LEARNING AIDS LITERACY STRATEGIES

A new major literacy initiative aims to improve adult literacy and lifelong learning programs in the workplace, in the community and in the family.

It focuses on five strategies that emerged through a review of current research and interviews with experts in the field of adult literacy and lifelong learning by the Institute for the Study of Adult Literacy at The Pennsylvania State University. In the project, video materials and print information are being developed and disseminated to those who offer literacy and lifelong learning programs across the nation.

The Institute for the Study of Adult Literacy at Penn State received a grant from the Office of Educational Research and Improvement, a division of the U.S. Department of Education to merge relevant research on characteristics of successful adult literacy programs in the context of the family, the community, and the workplace. The Institute has partnered with PLUS, WQED (Pittsburgh), and the Media and Learning Resource Division of WPSX-TV (Penn State University).

A December 7 teleconference will officially launch the project. This is a teleconference for literacy service providers, as well as other community, business, government, union and educational leaders and employers interested in furthering the National Education Goal 5 — that by the year 2000 all adults will be literate and have the opportunities for lifelong learning. Clips will be shown from all the video materials which include:

- three half-hour television documentaries, one for each of the three subject areas produced by WQED Pittsburgh and intended for use on-air and in literacy presentation efforts
- six public service announcements, two for each documentary, to raise awareness of literacy efforts that can be customized for local, regional or national use by any agency or project
- six staff development videos for literacy service providers produced by WPSX-TV University Park, PA - an overview and a training video in each of the three subject areas: family, community, workplace.

Print materials to support the effort include a user's guide for professionals utilizing the staff development modules, this newsletter on the history and background of public service announcements produced for adult literacy awareness, and an informational brochure.

Dissemination of the materials is intended to encourage the general public, parents, business, industry and labor organizations, community groups and educators to adopt and implement research findings and to provide audiences with strategies for improving adult literacy and lifelong learning programs.

To order **Project Lifelong Learning** print and video materials, please contact WQED. Phone: 412/622-6442, Fax: 412/622-6413. Or write to LITERACY Box INFO Pittsburgh, PA 15213.

## *Project Lifelong Learning Has Many Partners*

**The Institute for the Study of Adult Literacy** at The Pennsylvania State University was established in 1985 as a result of the growing problem of adult illiteracy. Its mission includes developing a sound research base in adult literacy, leading and coordinating adult literacy services and improving practice. Funding approximating $850,000 per year comes from state and federal offices of education and commerce and private foundations. Its single largest funder is the Pennsylvania Department of Commerce, through the Appalachian Regional Commission, for projects focusing on literacy and economic development.

Each of the Institute's projects results in a practical application in the field, including collaboration between researchers and practitioners, staff development recommendations and publication of research findings. The Institute's track record in research and development of technology-based instructional models has earned international recognition, making it a leader in the field of adult literacy.

When **Project Literacy U.S.** was launched in December, 1985 by ABC and PBS, it set out to do three things: enlighten the public on the extent of the illiteracy problem and its damaging consequences; put in place community coalitions to handle an increased demand for literacy services; get the word to those who need help.

The two national broadcasters and their radio counterparts went on air with public service announcements, documentaries, features and news segments, and wove illiteracy into scripts for children's and entertainment programming.

This unprecedented collaboration between a commercial broadcaster and public television has produced results far beyond the dreams of its creators. PLUS has turned thousands of Americans and hundreds of American businesses toward community solutions for this country's shocking illiteracy problem.

**WQED Pittsburgh** produced PLUS for PBS. America's first community-supported public television station, WQED is a national production

center, producing some of the best-known programming on the Public Broadcasting System.

The National Media Outreach Center is a division of **WQED**. The NMOC was established in 1988 to implement community action campaigns targeted to major social issues. The center organizes local, state and national problem-solving networks, and develops print and video packages to support them. The operation and its projects are supported by public television programming and key organization alliances at all levels. Two of the NMOC's most prominent campaigns are THE CHEMICAL PEOPLE, a program to combat teen alcohol and other drug abuse, and PROJECT LITERACY U.S (PLUS), a literacy campaign co-produced with Capital Cities/ABC, Inc.

**WPSX-TV** is a community-oriented television station licensed to The Pennsylvania State University. WPSX is the hub of a complex set of telecommunications distribution systems that carry the programs of its creative staff to homes, schools, businesses, industries, hospitals, retirement communities: wherever people live and work.

The station was funded "to develop, through television, an extension of the University's resources to the Commonwealth." Administered through Penn State Continuing Education, Educational Communications/WPSX-TV provides a public television service, distance education and production services to audiences, students and clients within Pennsylvania and beyond.

For more than a decade, WPSX-TV has been producing programs to help adults who are functionally illiterate. The station produces higher education courses intended for live, simultaneous use in multiple classrooms, campuses and other locations where interaction between students and faculty is possible. It is that same interaction which is the foundation of an extensive program of teleconferences produced by WPSX-TV.

The **Office of Educational Research and Improvement** is the primary research agency of the U.S. Department of Education. The office funds research, library, demonstration and school improvement programs; collects and analyzes statistics; reports on the conditions of education; and disseminates information about education programs.

OERI is the nation's premier educational research and development organization. Its primary mission is to improve the equity and excellence of American education. OERI programs are tailored to all levels of schooling and content areas of instruction. The office strives to provide the reliable statistical data and high quality research needed to reform schools, achieve the national education goals, and raise student achievement levels.

# ABC JOINS PLUS IN HELPING ADULTS TO READ

With the creation of PLUS in 1985, the literacy movement finally gained a commitment of sustained, in-depth exposure by the media. The commitment by ABC and PBS to literacy programs and public service announcements guaranteed that the literacy message would reach a broad audience on a daily basis.

Public service announcements form the backbone of the PLUS commitment to exposure to literacy and education issues, an ongoing presence bridging special PLUS events and programs. The commitment by Capital Cities/ABC to a full weekly schedule of PLUS PSAs on the ABC Television Network in all dayparts makes PLUS the most widely distributed public service campaign from a single source in media history.

ABC-produced PLUS PSAs made their debut in 1986 with a series of four "introductory" PSAs.

- **Bible** tells the story of a man who has just learned to read. We see him standing in a church before his children and grandchildren as he reads the Bible to the congregation.
- **Can You Read This?** shows garbled type on the television screen which introduces viewers to the difficulties faced by new readers.
- **Time Lapse** presents a man at the progressive stages of ability in learning to read with increasing skill.
- **Literacy Initiative** features President Ronald Reagan issuing the call for a national literacy movement.

These four 30 second PSAs were produced by Travisano DiGiacomo Films.

Two 1987 PLUS PSAs highlight the issues of literacy in the workplace and literacy and youth.

- **Workplace Literacy** reveals a middle-aged man coming face to face with his lack of basic skills when he has to fill out a job application in an unemployment office.
- **Literacy and Youth** demonstrates the need for children to develop reading skills early. The scene is set in a schoolyard.

These two PSAs, each with 30 and 60 second versions, were produced for PLUS by Reeves Production Services.

The **Learner of the Month** PSA series introduced viewers to real-life new learners who spoke about

their accomplishments and feelings of pride. This series of 18 PSAs (30 and 60 second) ran from April 1987 through 1988, stimulating nearly 750,000 calls to the Adult Literacy Hotline. The U.S. Department of Education in 1987 attributed over 1 million new students in adult basic education classes to PLUS.

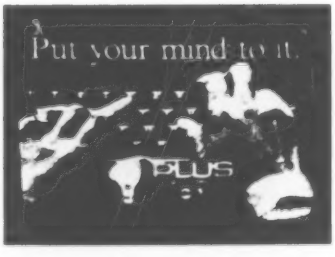
**Youth/PLUS** PSAs drew attention to the connection between the major problems facing young people; drug abuse, pregnancy, unemployment and crime, and low basic skills. A series of five 30 second and two 60 second PSAs drew this connection using examples of young people speaking in their own words. This 1988 series was produced by Winton Dupont Films.

A 1989 series of PSAs, **Breaking the Cycle**, produced by PLUS focused on the need to help illiterate parents of young children gain basic skills, in order to ensure their children's ability to learn.

The 1989 **Dreams vs. Reality** PSA series again used young children speaking in their own words, this time about their dreams for the future. These dreams were juxtaposed with facts about the extent of literacy and education problems facing children in the U.S. This series of eight 30 second and 60 second PSAs, produced by Imageworks of Jackson, MS, won a Clio award, the most prestigious award in the advertising industry.

In 1990, the PLUS theme was "You can do anything if you put your mind to it," stressing individual initiative. Five 30 second PSAs, produced by Charron, Schwartz & Partners, looked at this subject from a variety of angles:

- **Brains** shows us a man's brain telling him to wake up and get to work, saying "It's boring in here!"
- In **Flag**, we see an American flag falling to tatters as an announcer recounts facts about America's education crisis.
- **Graduation** introduces a commencement speaker telling students that they'll be lucky to get a job when they graduate if they haven't gained any basic skills.
- **Typewriter** reveals the difficulties faced in the U.S. workplace when employers can't find qualified workers. The message is illustrated by a pair of hands at a typewriter.
- **Escalator** presents a man walking up an escalator that grows progressively steeper and speeds up dramatically, illustrating how difficult it is to get ahead when you don't have the skills.




Two 1991 30 second PSAs, **Tap** and **Monkey**, drew attention to the impact of a huge population of undereducated and low-skilled Americans on our nation. **Tap** and **Monkey** were produced by Charron, Schwartz and partners.

**PLUS Case History** PSAs illustrated the issue of workforce literacy with real-life examples of businesses that retrained workers. This series of eight 30 second and 60 second PSAs ended with a national hotline number where a caller could receive information on local job training programs.

Current PLUS PSAs end with the "Never Stop Learning" tag line, representing the broad span of PLUS to encompass more general education issues. Two PSAs, produced in 30 and 20 second versions, dramatically illustrate the "Never Stop Learning" message, that learning is important at every stage of life, not just during the school years:

- In **Homework** we see a boy ask his mother why she's bothering to do schoolwork at night after work when she's out of school anyway. She responds that by doing homework while she's working, she's taking the surest avenue to getting ahead.
- **Reunion** presents a high school reunion, where people discuss what they're doing now. It's predictable: the nerdy science whiz is an electrical engineer; the class president is in public relations. The guy who dropped out has a surprise: he's a lawyer. He reveals his secret: He dropped back in.

# 'LITERACY. PASS IT ON.' IS COORS' PROGRAM FOR ILLITERACY

Coors has always been committed to corporate responsibility - giving something back to the communities in which it does business. In 1990, the company focused its resources on one cause - adult literacy - an issue important to all communities.

There are 27 million adults in the U.S. who are functionally illiterate; illiteracy costs $225 billion in lost productivity annually; illiteracy impacts personal freedom, corporate success and the future of our country.

Launched in 1990, Coors' "Literacy. Pass it on." is a $40 million, five-year commitment to reach 500,000 adults with literacy services. This is one of the most comprehensive, long-term commitments by an American corporation addressing this critical issue.

To date, the success of the project manifests itself in the fact that more than 240,000 adults have been reached with literacy services. The Coors Literacy Hotline has received more than 50,000 calls, and the program has given $3.2 million in direct contributions to national and local literacy programs.

To achieve the stated program goal, Coors formed partnerships with four of the nation's leading non-profit literacy organizations: Laubach Literacy Action, Literacy Volunteers of America, Opportunities Industrialization Centers of America and SER-Jobs for Progress. Input from these partners helps direct efforts to reach the African American, Hispanic and women's communities as well as the general public.

The Coors Literacy Hotline (1-800-626-4601) was established to refer volunteers and non-reading adults to resources in their own communities. Multi-lingual referral services are available.

A national multi-media awareness campaign carries the message of the importance of literacy and promotes the Hotline to minority communities and the general public. National spokesperson Phyllis Coors, along with celebrity spokespeople: actor Danny Glover, recording artists Jeffrey Osborne, Lisa Lisa and Vanessa Williams and author Stephen Cosgrove make appearances on behalf of the program.

Impact at the grassroots level is an important complement to national programs. Coors' network of distributors can become active participants in the fight against illiteracy in their own communities. In September 1992, more than 170 distributors partnering with more than 2,500 retailers plus local media outlets and literacy groups participated in a cents-per-case promotion to generate literacy funds at the local level, increase sales and enhance distributor, retailer and brewery image.

## *Literacy and the African American Community*

Coors has a special message to the African American youth who are not completing high school. A component of this program addresses this critical community issue. Coors has partnered with the OIC (Opportunities Industrialization Centers) as well as other key organizations to ensure future success and enhancement of individual potential through mentoring, for models and support of basic skills programs.

Through radio, magazine, newspaper, outdoor, direct mail and various other publicity efforts, Coors has communicated the message of literacy and education being "The Right Dream." An original poster series by African American artists was commissioned and reprints are available to the public.

## *Literacy and the Hispanic Community*

Coors addresses the issue of illiteracy in the Hispanic community through a long-term partnership with SER-Jobs for Progress and a multi-media bilingual awareness campaign.

Coors' support of SER, which has 131 affiliates in 96 cities, has led to the opening of eight new SER Family Learning Centers in 1991. These community-based centers offer literacy training as well as adult education and basic job skills.

Coors' message to this community is delivered through the Univision network and other broadcast and print media.

## *Literacy and Women*

Community Relation's Women's Program has been focusing on "Literacy. Pass it On." since its inception with donations, corporate image advertising and events and promotions.

More than 80,000 women have joined with Coors in the fight against illiteracy. Through their purchase of children's books authored for Coors by Stephen Cosgrove, more than $175,000 has been donated to women's literacy projects. Cosgrove's second book commissioned by Coors, **Read on Rita**, is advertised in major women's magazines and is available to distributors and the public for $3.95.

# COORS (continued from page 9)

New this year is an eight-page advertising insert featuring comments on the issue of women and literacy by such well-known celebrities and personalities as Kathy Bates, Dixie Carter, Patti LaBelle, Joan Van Ark, Dr. Ruth, U.S. Rep. Pat Schroeder and U.S. Sen. Nancy Kassebaum.

Many women's recreational sports sponsorships including the Women's Major Slowpitch National Championship, the Women's Major Fastpitch Championship, the Coors Light Invitational Women's Softball Championship and the Coors Light Women's Beach Volleyball Tournament all benefit literacy. In addition, major national projects include the "Right to Read" program of Girl Scouts-USA, involving 200,000 Girl Scouts in more than 10,500 literary projects across the United States.

HIPPY, the Home Instruction Program for Pre-school Youngsters, brings literacy into the home and empowers low-income mothers to be educational advocates for their children. Another major program, the Literacy Transfer Project of Wider Opportunities for Women (WOW), will incorporate strategies proven in its major national study, "Teach the Mother, Reach the Child."

With funding from Coors, Zonta International has created its first national literacy program involving its North American membership. Together, WOW and Zonta will provide literacy services for over 70,000 women.

Wesleyan College and Coors have created the Literacy Training Institute in which sororities across the country commit their chapters to the issue of literacy by serving as tutors for local literacy organizations. The first two institutes will result in 1,080 collegiate literacy tutors.

There are a variety of opportunities for distributors to leverage this comprehensive national program within their own communities. For more information on Coors "Literacy. Pass it on.", contact Celia C. Sheneman at 303/277-2784.

## Public Service Announcements from Coors

**Pencil**

This straightforward announcer spot points out the fear and frustration 27 million Americans experience because they cannot read and write. Length: **30**

**New Reader**

This spot features brief statements from new adult readers across the country about why they decided to learn to read and what is has meant to them. Length: **30**

These PSAs close with "To volunteer or to learn to read call the Coors Literacy Hotline 1-800-626-4601." This 800 number is a national toll-free referral line managed by the Literacy Contact Center.

## NATIONAL COALITION FOR LITERACY BRINGS MANY GROUPS TOGETHER

Since 1981 these national organizations have worked together in the National Coalition for Literacy:

*American Association for Adult and Continuing Education*
*American Association of Advertising Agencies*
*American Library Association*
*CONTACT, Inc.*
*B. Dalton Bookseller*
*International Reading Association*
*Laubach Literacy International*
*Literacy Volunteers of America*
*National Advisory Council on Adult Education*
*National Commission on Libraries & Information Science*
*National Council of State Directors of Adult Education*

The Coalition has three major objectives:

- To develop and implement a public service advertising campaign with the AD Council and its designated volunteer agency, D'Arcy, Masius, Benton & Bowles.

The campaign objectives are to increase awareness of adult illiteracy as a large and growing problem, motivate prospective volunteers to join the national literacy movement and link them to local literacy agencies and to generate support from business.

- To respond to public interest and inquiries by providing a toll-free 800 telephone number, and a mail and phone referral service through Contact Literacy Center, Inc., Lincoln, Nebraska.
- To raise funds to support the public awareness campaign and the referral service by working with foundations such as the Business Council for Effective Literacy, corporations and agencies such as the U.S. Department of Education and others.

The Coalition for Literacy has had great impact on the problem of illiteracy.

One of the most important early results of the campaign was the number of phone calls to the toll-free telephone referral service staffed by the Contact Literacy Center, Inc. Gary Hill, Contact President, reported receiving more than 337,145 calls from prospective students and volunteers. These calls increased from 31,749 in 1985, 119,153 in 1986, to 186,243 through September 1987. In 1986 55% of these calls were from volunteers and 36% were from students. This is in addition to the network of state and local hotlines, which carried most of the burden.

The Contact Center, Inc. increased its capacity to deal with this by adding new and necessary technology. Their staff increased from 15 to 18 full-time workers and volunteer hours greatly increased. The telephones showed high demand after television appearances by coalition-related speakers, strategically placed prime-time ads and several TV features. Faster response to inquiries was assured by using first-class mail, giving local numbers on the phone when possible and developing computer software to generate responses automatically.

The Contact Literacy Center began in 1978 as a project of the American Association of Advertising Agencies, and continued that affiliation through the Coalition for Literacy. The Center served as the national clearinghouse for the Coalition and responded to requests for information. The hotline was also used by various groups and organizations to respond to publicity on the problem of adult illiteracy nationwide.

New state literacy coalitions have been formed in more than half of the states. In many cases, these groups were formed as a result of Coalition activity. A regional planning conference in the Southwest was supported by the Coalition and technical assistance was provided for new state planning efforts in Washington, Oregon and other areas. The growth of literacy efforts has been unprecedented.

In June, 1986, Anabel Newman, Indiana University, published an evaluation of the impact of the Coalition's Volunteer Against Illiteracy campaign. She described increases in public awareness and resources devoted to adult literacy. Among the findings, the study indicated that awareness of the problems confronting illiterate adults and out-of-school youth in the United States increased measurably. In the first year that this campaign had been running, awareness of functional illiteracy as one of the nation's worst problems increased from 21 percent to 30 percent of the American public. There was a substantial increase in inquiries made to the Contact Center. Nearly 40,000 Americans have volunteered their time and skills to tutor functionally illiterate adults in response to the public service advertising campaign. Newman reported that over $32,095,000 was contributed by the media in time and space for the advertising campaign during its first year. Enrollments in literacy programs were up over nine percent from 1985. Requests to volunteer to the two major volunteer literacy groups, Laubach Literacy International and Literacy Volunteers of America, were up over 100 percent. There was also a marked increase in grant giving and donation of in-kind services to adult literacy from foundations, business and industry.

Many recent literacy related success stories can be attributed directly or indirectly to the Coalition's work and to its public awareness campaign. For example, the Coalition played an important advisory role in PLUS and the U.S. Department of Education's Adult Literacy Initiative.

**Recent successes include:**

- Formation of the U.S. Department of Education's Adult Literacy Initiative, which attempts to consolidate federal activities and promote coalition building among the many organizations concerned about illiteracy.
- Release of major surveys and studies which provided more accurate data about the current status of illiteracy and its effects in the United States, for example, the 1985 California "Literacy, Employment and the California Economy," the U.S. Department of Education's report "The Literacy Challenge, a Report of LSCA Literacy Activity," the National Assessment of Education Progress's "Profiles of America's Young Adults, 1986," the U.S. Department of Education's "English Language Proficiency Survey, 1986," and the special report of the National Advisory Council on Adult Education "Illiteracy in America: Extent, Causes and Suggested Solutions."
- Increased coalition building at the state and local levels among libraries and other organizations such as Laubach International and Literacy Volunteers of America.
- Continuing efforts by the Business Council for Effective Literacy, which generates interest and support for literacy initiatives among business leaders.
- and PLUS, an unprecedented cooperative effort between Public Broadcasting Service and ABC, two major national broadcasters that joined forces in a common public service effort in the Fall of 1986.

Having concluded a very successful public awareness campaign, the Coalition members decided to launch a second phase. The Coalition has established the following goals and believes that it is important for these major organizations

with a continuing concern about illiteracy to meet quarterly: to provide regular communication among members, to stimulate other public awareness efforts, to provide a forum for presenting relevant research and development projects, to establish policies and provide advice, to influence public policy and relate them to state programs. At the moment, the Coalition for Literacy is reviewing the membership of the Coalition and considering inviting other groups to join in the continuing battle against adult functional illiteracy.

## AMERICAN LIBRARY ASSOCIATION OFFERS SPECIAL LITERACY PSAs

**Raisin Rap** - The California Raisins rap about reading. It is available on 3/4" videocassette.
Length: :30 Cost: $35

**Check Out A Job** directs job seekers and career changers to the library. Two versions of this spot are available. One is tagged to ALA, the other one has extra tape for local tag. 3/4" videocassette.
Length: :30 Cost: $35

**Read to Someone You Love** features Bill Cosby encouraging this enjoyable activity.
Length: :30 Cost: $35

**Be Cool** is an MTV-style video that delivers the message "you've got to be cool on the inside, too."
Length: :30 Cost: $35

To order these PSAs, call toll free, 800-545-2433.

**PLUS** UPDATE

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